DOCUMENT RESUME

ED 321 015 CE 052 298

AUTHOR	Forest, Laverne B.
TITLE	Working with Our Publics. In-Service Education for Cooperative Extension. Module 4. Situational Analysis.
INSTITUTION	North Carolina State Agricultural Extension Service, Raleigh.; North Carolina State Univ., Raleigh. Dept. of Adult and Community Coll. Education.
SPONS AGENCY	Kellogg Foundation, Battle Creek, Mich.
PUB DATE	88
NOTE	424p.; For related modules, see CE 052 295-301. Fictional newspaper contains small type.
AVAILABLE FROM	Dept. of Adult and Community College Education, North Carolina State University, Campus Box 7607, Raleigh, NC 27695-7607.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC17 Plus Postage.
DESCRIPTORS	Adult Education; Behavioral Objectives; *Evaluation Methods; *Experiential Learning; *Extension Agents; *Extension Education; *Inservice Education; Instructional Materials; Learning Modules; Models; Situational Tests; Teaching Guides; Workshops
IDENTIFIERS	*Cooperative Extension Service; *Situational Analysis

ABSTRACT

This module is the fourth in an inservice education series for extension professionals that consists of seven independent training modules. It focuses on how to determine the need for the extension educator's involvement in issues and how to understand the economic, social, political, and environmental contexts in planning, designing, and implementing programs. The 12-hour module is designed to provide extension staff members with an appreciation of the role that situational analysis plays in programming and decision making, as well as with the skills to identify, collect, analyze, and use relevant data in the extension education effort. The module consists of four major parts. The sourcebook includes a concise, readable synopsis of the content, a selected annotated bibliography (48 items), and a list of 19 references. The leader's guide provides step-by-step instructions on how to conduct the workshop and suggestions for use of the other parts. Preliminary and follow-up activities are described, as well as those to take place during the workshop. The learner's packet includes materials to be used during the workshop. The last section lists instructional aids--posters, videotapes, a fictional county newspaper, a comic book--and provides masters for producing overhead transparencies. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED321015

Working With Our Publics

In-Service Education for Cooperative Extension

Module 4
Situational Analysis

Developed by: Laverne B. Forest, Leader, Program Development and Evaluation
Wisconsin Cooperative Extension Service
University of Wisconsin–Madison

Edgar J. Boone, Project Director

Published by the North Carolina Agricultural Extension Service
and the Department of Adult and Community College Education
North Carolina State University, Raleigh

CE053298

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it

☐ Minor changes have been made to improve reproduction quality

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

E J Boone

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

This in-service education series has been developed for use by the Cooperative Extension System under a grant from the W. K. Kellogg Foundation, Battle Creek, Michigan. The series was developed under the direction of the Department of Adult and Community College Education, North Carolina State University. The contents of this publication reflect the opinions of the individual authors.

Copyright 1988, North Carolina State University. All rights reserved.

The University hereby gives permission to copy for noncommercial purposes all materials herein, except those with separate copyright protection, provided that the authors and North Carolina State University are recognized.

To order materials or to request information about this module, or the entire series, *Working With Our Publics: In-Service Education for Cooperative Extension*, write to:

Department of Adult and Community College Education
North Carolina State University
Campus Box 7607
Raleigh, NC 27695-7607

Foreword

Welcome to *Working With Our Publics: In-Service Education for Cooperative Extension.* Those who have been involved in developing this project look forward to your participation as a way of bringing it full circle—back to the state and county Extension educators whose requests for help in their changing professional roles initiated the materials you are working with today.

This in-service education series has been supported by the W. K. Kellogg Foundation, ECOP, the ECOP Subcommittee on Personnel and Program Development, ES-USDA, and all of the state and territorial Extension services and their directors. Each of these groups hopes you find the training a rewarding and enjoyable experience.

Working With Our Publics was made possible through its many supporters and participants, a few of whom are mentioned here. Initial support by Mary Nell Greenwood was crucial, as has been the continuing involvement of Administrator Myron Johnsrud. The ECOP Subcommittee on Personnel and Program Development has guided every step of the project. M. Randall Barnett, Terry L. Gibson, W. Robert Lovan, Ronald C. Powers, and Leodrey Williams deserve special mention, as does Connie McKenna, whose untold hours of work and miles of travel made sure it all fell into place.

The expertise, leadership, proficiency, and hours of work devoted to the project by the developers of the seven modules—David R. Sanderson, Richard T. Liles and R. David Mustian, Lee J. Cary and Jack D. Timmons, Laverne B. Forest, Betty L. Wells, Verne W. House and Ardis A. Young, and J. David Deshler, respectively—brought it all together.

It is obvious that *Working With Our Publics* would not have come into being without the financial support of the W. K. Kellogg Foundation. What may not be so immediately obvious is the continuing interest, support, and dialogue provided by the Foundation through its president, Norman A. Brown.

The many state and county Extension professionals who took part in this project as writers, researchers, reviewers, and field test participants in the individual modules are gratefully acknowledged.

As project leader, I would like to acknowledge here the support given to the entire series by North Carolina Agricultural Extension Service Director Chester D. Black. Grateful recognition is given to a long-time colleague and collaborator in many writing projects, Adele P. Covington, who was principal editor for the series. Valuable contributions to the development were made by Joan Wright (California), Lee Hoffman (Washington, D.C.), Brian Findsen (New Zealand), Heriberto Martinez (Puerto Rico), and in the later phases by Janice L. Hastings (New Hampshire), Jo Jones (Ohio), John M. Pettitt, John G. Richardson, and Frank J. Smith (North Carolina). David M. Jenkins, Department Head, and the staff of North Carolina State University's Department of Agricultural Communications deserve special thanks for their outstanding performance in publishing the modules.

Working With Our Publics is designed to increase your knowledge and skills for work with your changing clientele in today's social environment. It also will help you, as a member of the Extension team, to work with the imperative issues facing the Cooperative Extension System, as well as to expand those skills as an Extension educator that are a necessary complement to your other technical and administrative roles.

If you are new to the practice of Extension, we hope that you will view these training materials as a greeting and a gesture of support from those who have gone before you. If you are an experienced Extension educator, we hope that you will enjoy this "literary conversation" with your peers. In either case, we are confident that you will find the information and activities presented here to be timely, stimulating, and practical. After all, they were developed by Extension educators!

Edgar J. Boone, Project Director

Assistant Director, North Carolina
Agricultural Extension Service, and
Head, Department of Adult and
Community College Education

North Carolina State University
Raleigh, North Carolina

Overview of the Series

The series *Working With Our Publics: In-Service Education for Cooperative Extension* consists of seven independent training modules. Based upon needs and objectives identified by Extension professionals, the modules are designed to stand on their own as independent instructional packages, or to be used as a comprehensive series. Very briefly, the modules and their authors are:

Module 1: Understanding Cooperative Extension. The history, mission, values, and networks that make the Cooperative Extension System and the land-grant institutions unique. Participants will examine their own expectations, values, and skills, in light of the System's needs, to ensure a good "fit" between the individual and the organization. (Nine contact hours of training developed by David R. Sanderson, University of Maine at Orono.)

Module 2: The Extension Education Process. An introduction to, and guided practice in, the premises, concepts, and processes of nonformal Extension education—planning, designing and implementing, and evaluating and accounting for Extension education programs. Both new and experienced staff members who complete this module will understand and be able to apply the programming process as it relates to Extension education. (Twenty-four contact hours of training developed by Richard T. Liles and R. David Mustian, North Carolina State University at Raleigh.)

Module 3: Developing Leadership. How to acquire and exercise leadership skills and how to identify, recruit, develop, and work with community leaders. Intended for all Extension professionals, the Module is designed to improve participants' abilities to identify and involve lay leaders in Extension programs and, hence, to develop leadership capabilities among Extension's clientele. (Twelve contact hours of training developed by Lee J. Cary and Jack D. Timmons, University of Missouri at Columbia.)

Module 4: Situational Analysis. How to determine the need for the Extension educator's involvement in issues and to understand the economic, social, political, and environmental contexts in planning, designing, and implementing programs. This Module is designed to provide both new and experienced Extension staff members with an appreciation of the role that analysis plays in programming and decisionmaking, as well as the skills to identify, collect, analyze, and use relevant data in the Extension education effort. (Twelve contact hours of training developed by Laverne B. Forest, University of Wisconsin–Madison.)

Module 5: Working With Groups and Organizations. Development of skills in working with and through groups and understanding the behavior of groups, organizations, and agencies. New and experienced staff members who complete their training will be better able to analyze the behavior of individuals, groups, organizations, and governmental agencies. They will gain the skills to build mutually beneficial working relationships, and to deal with networks of influence and key power actors in client communities. (Eighteen contact hours of training developed by Betty L. Wells, Iowa State University.)

Module 6: Education for Public Decisions. In-service education in analyzing public problems, anticipating the consequences of Extension's involvement in issues, and working effectively in areas of controversy. Personnel who play a part in deciding Extension's involvement will build the knowledge and skills needed to design, deliver, and evaluate educational programs on public issues. (Eighteen contact hours of training developed by Verne W. House, Montana State University, and Ardis A. Young, Washington State University.)

Module 7: Techniques for Futures Perspectives. Information and exercises on working with Extension's publics to achieve a proactive stance toward the future through projecting future conditions, analyzing trends, and inventing futures. All participants, particularly those with a background of field experience, will benefit from enhanced capabilities to develop and provide educational programming that helps clients carry out systematic planning for the future. (Twelve contact hours of training developed by J. David Deshler, Cornell University.)

How to Use This Module

This module consists of five major parts, separated into sections in this notebook. Workshop leaders are urged to become thoroughly familiar with each of these parts well before they schedule training.

Sourcebook. The Sourcebook includes a concise, readable synopsis of the Module's content and a Selected Annotated Bibliography. Separately bound copies of the Sourcebook are available for workshop learners. They may be used as preliminary readings or as follow-up materials after the learners have completed the workshop.

Leader's Guide. The Guide provides step-by-step instructions on how to conduct the workshop. Preliminary and follow-up activities are described, as well as those to take place during the workshop.

Learners' Packet. All materials, other than the Sourcebook, the newspaper, and the comic book, that are intended for distribution to the learners are included in the Learner's Packet. Additional copies may be purchased from the publishers or reproduced locally. Suggestions for when these materials should be used are in the Leader's Guide.

Instructional Aids. The Instructional Aids include posters, videotapes, a newspaper, a comic book, and masters for producing overhead transparencies. Suggestions about when to use the various aids are included in the Leader's Guide.

Edgar J. Boone, Project Director

Acknowledgments

It is risky to single out, among so many people, those who have contributed significantly to this module. However, let me assume that risk. The contributions of the national project steering committee, ECOP, the Kellogg Foundation, and the Wisconsin Cooperative Extension Service are, of course, recognized.

More specifically, however, Wisconsin's Northern District Extension faculty are praised for their willingness to participate in a two-day pilot workshop. Their helpful, valid criticisms and suggestions have been incorporated, I hope. I especially appreciated those of Palmer McCoy, District Director; Joe Eisele; and Carolyn Krueger.

Second, reactors to earlier drafts were from several states. Particular thanks go to:

Margaret Altman, Maryland
Wendell Horne, Texas
Linda Manton, California
Lorilee Sandmann, Minnesota
Austin Tilton, Florida
Phyllis Worden, Colorado

Wisconsin colleagues and staff who deserve special mention are Professors Terry Gibson and Boyd Rossing for their continual suggestions and support; Vicki Jacobsen Klump for her continual patience in editing, retyping, seeking out information, and coordinating to keep this project on track; and Barry and Sue Roberts for their ideas and writing.

Thanks to Carol Smith for scripting and producing "The Dubbing of Sir Vantage" videotape; Michael VanHaren for his creative artwork used in "The Dubbing of Sir Vantage" videotape, the comic book, overhead transparency masters, and posters; Mary Sagal for editing; Paul Maki for production and layout of the *Adams County Examiner* newspaper; Tim Ellestad and Chris Vanden Wymelenberg for scripting and producing the "Adams County Perspectives" videotape; Edrie Greer for her assistance in the videotaping; and Roy Block, Roger Cerutti, Harold Cushman, Ann Gordon, and Sarah Whelan for their time and acting talents. These people contributed substantially by taking ideas and turning them into instructional aids.

Laverne B. Forest
Module Developer

Working With Our Publics

Module 4: Situational Analysis

Sourcebook

Developed by: Laverne B. Forest, Leader, Program Development and Evaluation
Wisconsin Cooperative Extension Service
University of Wisconsin–Madison

Edgar J. Boone, Project Director

Published by the North Carolina Agricultural Extension Service
and the Department of Adult and Community College Education
North Carolina State University, Raleigh

Contents

Overview of Module 4: Situational Analysis 5

Unit I. Introduction to Situational Analysis 6
- Situations Vary 6
- Extension Situations 7
- Assumptions 7
- Important Concepts 8
  - Situation 8
  - Analysis 9
- Why Use Situational Analysis? 9
  - Analyze to Determine Needs 9
  - Analyze to Identify Constraints and Obstacles to Change and Growth 10
  - Analyze to Learn and to Help Others Learn 10
  - Analyze to Determine and to Develop New Resources 10
  - Improving Situational Analysis: The Obstacles 10

Unit II. The Situational Analysis Model 14
- Phases of Situational Analysis Model 14
  - Preparation Phases 14
  - Implementation Phases 14
  - Concluding Phases 14
- Subunit 1. Preparation Phases 15
  - Phase 1: Define Boundaries 15
  - Phase 2: Set Focus and Purpose 17
  - Phase 3: Identify Leadership 18
  - Phase 4: Know Personalities 19
- Subunit 2: Implementation Phases 26
  - Phase 5: Divide Into Four Perspectives 26
  - Phase 6: Decide Value Orientations That Need Inquiry 31
  - Phase 7: Identify the Questions 38
  - Phase 8: Identify the Extension Publics 41
  - Phase 9: Decide on Involvement Techniques 44
  - Phase 10: Collect and Summarize the Data 52
- Subunit 3: Concluding Phases 55
  - Phase 11: Compare and Interpret Evidence 55
  - Phase 12: Decide on Interpretations and Conclusions 58
  - Phase 13: React and Reflect 60
  - Phase 14: Decide on Learner Needs 62
  - Phase 15: Set Learner Objectives 64
  - Phase 16: Revise and Prepare Written Report 66

Unit III. Reflections on the Situational Analysis Model 68

Selected Annotated Bibliography 70

List of References 82

Appendices 84
- Appendix 1: Adams County Citizen Survey 84
- Appendix 2: Adams County Farmer Survey 89

Overview of Module 4: Situational Analysis Content

The Villagers

Many years ago, a leader and his people lived in a small village by a river in a clearing just outside of a great forest. One morning when the villagers went out to gather roots, they discovered that the water in the river was rapidly rising. They called for their leader to come quickly.

The leader, named Vantage, walked up and down the bank, surveyed the situation, and concluded something must have fallen into the river downstream, damming it and causing the river to overflow. Vantage decided the object must be removed or the village would flood.

Vantage and a band of fearless warriors set out to find this troublesome object and remove it from the stream. A short distance from the village, they spied what looked like a long tree trunk, with very rough edges, lying across the stream.

"We have found the source of the problem," cried Vantage.

However, there was something strange about this log. It seemed to have no beginning or end. It came out of the forest, crossed the stream, and then went back into the forest. Furthermore, upon close examination, the rough edges on the top of the log resembled small spikes rather than bark. Vantage dismissed these oddities. The forest was a dangerous, uncharted land. He would not send the men across the stream and into the forest merely because he was curious about where the log began and ended. Besides, the village would have to be evacuated because of the rising water, if he didn't act soon.

So, Vantage instructed the band of fearless warriors to smash the huge log with their axes and clubs until it broke into hundreds of pieces. As the warriors delivered their blows, the "log" let out a horrid snarl. The warriors jumped back in fright. It wasn't a log at all, but the tail of a dragon sleeping in the forest.

The dragon, in a foul mood at being awakened in such a rude way, became very angry upon seeing Vantage and the warriors. Taking a deep breath, the dragon blew fire at them, instantly burning many of the work crew. The grass in the clearing also caught fire, and within a short time, the village itself was destroyed, and many villagers were killed. The dragon, annoyed by this commotion, moved further downstream and went back to sleep.

Unit I. Introduction to Situational Analysis

Vantage and the villagers faced a problem and tried to solve it without complete information. Have you ever been in a similar situation? Have you ever acted with incomplete information? Have you ever been faced with too much data and wondered what to pay closest attention to? Have you ever wondered how to interpret all the data around you?

Have you ever acted hastily to solve an emergency and then discovered your impulsiveness led to further problems? Have you wondered where to get the data to solve a problem? Have you done a quick analysis; reached a conclusion; acted; and then wished you could turn back the clock and develop or obtain more information and understanding of the situation?

Situations Vary

While the foregoing story of Vantage and the dragon portrays a situation, perhaps the questions just raised trigger the need to consider other situations faced by Extension educators.

Let us look again at the river people, but this time let us examine their history. Decades before the villagers faced the flood, an event occurred that caused them to locate on the river. Vantage's great-grandfather, Lee Der, who also was a village leader, and his villagers were traveling across the country. The Lee Der travelers joined another large group of travelers that stopped at Golacheevers Village, where they spent the night at the Village Inn. To determine their travel direction, they began to review community needs, missions, dreams, directions, census data, Department of Agriculture data, natural resources data, weather data, time, and other factors, as well as to sort and weigh alternatives. The Lee Der group listened but did not know what to make of all the data and discussion. They became frustrated and decided to strike out on their own route.

Seven kilometers down the road, the travelers faced another situation. They came across a "Y" in the road. One fork had a sign that read: "Land of Ben I Fit—36 kilometers. Road winding and unpaved." The other sign read: "Land of Ben I Fit—9 kilometers. Road dangerous." They chose the shorter route.

As the travelers continued down the road, they came across a sign that read: "Warning! Bridge Out Ahead." But, having already traveled this far at such a fast pace and not wishing to retrace their steps, they chose to ignore the information.

A few minutes later, traveling recklessly in their horse-drawn carts to the top of the cliff, the travelers saw that the bridge was, in fact, out. The high speed at which they were traveling at the moment they saw the sign left them too caught up in the momentum to do any analysis or thinking. The horses, carts, and passengers started to fall off the cliff.

A sixth situation occurred a few seconds later, when Lee Der and many of the clan were hanging by their fingertips at the top of the cliff, just before falling. The situation at that time was precarious and possibly catastrophic.

Tragically, when the EMS rescue squad from Golacheevers Village arrived at the scene, they found injured and dead villagers among the rocks and rapids below the cliff (a seventh and different situation). None of the injured could be moved without fear of further injury, so the squad patched them up and stayed by the river to tend to them.

Seven situations! Seven mistakes! From one faced by people because of decisions made by others many years ago, to a life and death crisis, to a pending catastrophe, to more distant and preceding decision points, to a large community involved in long-range planning with a lot of meaningless data with no apparent emergencies or crises, Vantage and the villagers were most certainly doomed.

Extension Situations

Let us now turn to more current times. Into which of the seven situations just described do Extension educators see their situations falling? At what point do Extension program situations fall? In which situations do Extension educators want their situations to be?

To put the foregoing stories in the reality of everyday work, do Extension programs pick up people at the bottom of the cliff (e.g., bankrupt farmers)? Or do Extension programs rescue people hanging at the top of the cliff (e.g., near bankrupt farmers)? Or do Extension programs assist farmers who are approaching extremely high debt/low asset ratios? Or do Extension programs put out warning signs to the reckless? Or do programs offer analysis of the financial and management alternatives at the "Y" in the road? Or are Extension programs based on a more farsighted analysis of the total situation? Extension educators have to answer these questions for themselves and the publics with whom they work.

In Module 4, we examine the general process of analyzing situations. The contents are intended to enhance effective and successful programs, whether the programs focus on water quality, dairies, infant nutrition, or any other topic area or organizational level.

Assumptions

To have successful programs, Extension educators must be skilled in the art of "knowing where they are and what to do about it." Sound analysis of program situations greatly increases impact over time, and reduces the likelihood of being too hasty or reactionary to lower priorities, or running into "blind alleys."

Several critical assumptions underlie Module 4. First, *Extension programs are meant to cause change,* or make a difference in the community or clientele from one point in time to another. For example, Extension educational programs for volunteer leaders should produce more effective leaders. Farmers should know more and change their financial and money-management practices, based on analysis of their situations and resultant programs.

Second, *Extension programs are sequences of educational experiences* intended to result in a change in participants' behavior. Educational experiences range from conducting a workshop for a county board that wants to develop a solid-waste disposal system, through publicity, referendums, and hearings, to helping a group of farmers learn more about calibrating a pesticide sprayer through farmyard demonstrations.

Third, *effective Extension programs do not just happen;* they are planned. Planning means making choices about future goals, how to acquire needed resources, and methods to use the resources in an effective, systematic, and sequential way. Planning means deciding and choosing. Because certain options and alternatives are chosen over others, the process is not value-free. The programs selected and the goals and methods used to achieve them are indicators of what Extension and its publics consider valuable and important. The program selection process is not neutral.

For example, if Extension specialists and agents and public leaders in water resources provide programs about awareness of groundwater pollution, all parties should recognize that increased awareness will probably lead to political action, new public policies, and local regulations on waste disposal, manure runoff, fertilizer use, and lake-shore management. In fact, the awareness building experiences should not be conducted without first considering the long-term effects desired, such as probable political and community actions.

This situational analysis module is meant to increase the number and quality of well-planned, Extension education programs that effect change in the target clientele.

Important Concepts

A brief description of several terms will make this introduction to situational analysis more understandable.

Situation

Situations are sets of circumstances, dilemmas, contexts, or environments in which there is no single course of action to follow. They are settings that vary in scope, complexity, and immediacy. In situations, Extension educators and their publics often find themselves perplexed about future Extension program directions.

In common usage, a situation is the location, position, or place of an object in relation to its surroundings; the condition of something with regard to certain circumstances; the combination of circumstances at any given moment; the ''state of affairs.''

Building on the villager situations and those of Carr (1947), the following are several key ideas to remember about situations:

- *Components,* parts or objects making up the situation.
- A *focus,* center, or interest among these components.
- Patterns of *relationships* among the components.
- Patterns of *interrelationships* between the situation and aspects of its surrounding environment.

In other words, situations are both the forest and the trees, the total and the parts. A situation, such as farmers sharing their frustrations about their families' economic plights, represents a complex set of factors. Just as Vantage's village was flooded because of decisions made decades before, a farm family's plight is often caused by prior factors, many of which are unknown or difficult to determine in the present.

A situation at any moment in time is analogous to a pile of ''pickup sticks.'' Each stick (a component) is interrelated with every other stick in the pile. Moving one stick disturbs others. To know completely each part and the meaning of each part in a situation requires knowledge of the location or meaning of all other parts, from all angles.

Real-life situations have one more similarity to ''pickup sticks''—relationships change with each move in the game. In any situation, few, if any, of the components are within one's personal control. So, while Extension agents and specialists need to understand what they observe in the county, knowing all of the prior or uncontrollable outside factors might be impractical or totally unnecessary. The purpose of the situational analysis model is to assist in optimizing the analysis. The model shows how to know *as much as is needed* to make improved, practical decisions.

After a person has experienced a particular dilemma, he or she generally develops an approach to handling situations. But what do Extension educators do when the university dean tells them that their budget will be cut? What does the faculty do when taxpayers are objecting loudly to a trillion-dollar national deficit? It is when Extension educators, facing new situations, are wondering where to go next, and knowing that they must readapt, that they must develop new approaches to analyzing situations.

Although every situation has a reality aside from the public's perceptions of it, humans can only know and understand situations according to their own perceptions. There is no way to separate reality completely from perceptions. Data and real objects are perceived by people.

Thus, different realities appear, if data and other factors in situations are studied and analyzed with the Extension educator's publics. Many past studies on group decisionmaking (e.g., Whale and Boyle, 1966) document that as various people study a situation they identify different aspects of it, and can come to agreement or consensus about its meaning.

The findings by adult education and psychology researchers show how people differ from each other. Varying experiences, while growing up, give people different value systems, feelings, and ideas about what is important. Each of us has a unique personality, value system, and approach to new and changing situations. Because people and their perceptions are inherent parts of situations, it is impossible to remove the human factor from situational anaylsis.

Analysis

Analysis is a detailed examination. In analysis, an object is identified by its nature, its components, and interrelations of those components. Analysis enhances understanding, meaning, and interpretation of the object under study.

But analysis is not judging, concluding, or evaluating. Analysis should help persons improve their ability to assess and evaluate situations. In analysis, people do more than observe or measure. They mentally sort or separate the observations and measurements of a situation into components or categories. These smaller parts, each more manageable by itself, allow increased understanding of the various parts of the whole situation, the patterns within it, and its relationships to external conditions.

Bloom et al. (1956) define analysis as one of the higher orders of learning and thought in cognitive learning. They imply that learners (Extension educators and their publics) must be able to (1) recall, (2) understand, and (3) apply the facts in situations in order to (4) analyze (cognitively separate a situation into its parts and be able to detect the patterns between the parts).

Analysis is more difficult than memory, comprehension, and application, the lower mental levels of learning, that are needed to analyze situations. Parenthetically, defining analysis as a sorting or separating out a more global phenomenon presents an unsolvable dilemma for the person who is looking for a simple way to do it. The process inherently contradicts. The purpose of analysis is to change surface simplicity to problematic issues and deeper understanding. In systematic situational analysis, analysis evolves into a more complete interpretation of the meaning of a situation.

Situational analysis in Extension education program development is a process by which complex sets of circumstances are observed and separated into smaller, more manageable parts and components. When working with Extension publics, this process leads to more complete observations, measurements, understandings, interpretations, and judgments about the parts, the patterns between them, and the environment in which the situation occurs. These analyses and interpretations are made in relation to desired values and criteria, and are intended to improve the program developer's judgments and decisions about needs, goals, resources, obstacles, and methods.

Why Use Situational Analysis?

When performed systematically and given sufficient time, situational analysis helps the Extension educator determine whether or not to propose a program and how effective it will be.

Analyze to Determine Needs

To effect change in learners' behavior requires knowing the difference (the needs) between where Extension clients should be and where they are (Leagans, 1964;

Boyle, 1981). Clearly, then, understanding where clients should be is *not* a value-free process. If Extension bases its programs on people's needs, then Extension educators have a specific purpose: analyze a situation to identify the desired state(s) of affairs, the current conditions, and the differences between them in the community, group, or organization, or among individual learners, and decide whether or not to offer programs related to those needs.

Because situational analysis is a continuous process, determining the problems and needs of clientele, such as young farmers, before designing a program for them, does not mean the analytic process stops. Extension educators cannot understand the total situation before a program is under way. And this fact is complicated by the ever-changing nature of situations. Because ongoing situational analysis is a constant reassessment of problems, needs, and decisions, it allows Extension educators to reevaluate the merits of their goals and planned actions.

To summarize, all educational goals take on meaning only as they are anchored into the context of the situations of learners, their values, and their needs. A key purpose of situational analysis is problem and need assessment. By uncovering related planning or decision-making data on "what is," comparing it to "what should be," considering alternative directions, evaluating the options, and deciding which program objectives to achieve, Extension educators will have a successful program.

Analyze to Identify Constraints and Obstacles to Change and Growth

Situational analysis increases the chances of program success by identifying factors that possibly are detrimental to program implementation. Situational analysis can help the Extension educator to identify obstacles that could handicap the program's acceptance, for example, community people who want to keep things just as they are—traditions, such as male and female roles, or distrust of outsiders. These obstacles might reflect problems that require an additional educational program to overcome them. When leaders of key groups are identified and involved, the likelihood of the program being scuttled is greatly reduced.

Analyze to Learn and to Help Others Learn

Involving program participants in analysis leads to new ideas, understanding of others' values, and new ways of looking at old ideas. The acquisition of new facts or beliefs from other program areas, disciplines, and vested interest groups can help Extension educators (analyzers) to become more aware of their own practices, values, and attitudes. Situational analysis is an opportunity to learn alternative directions and how Extension programs interrelate with those of other groups, organizations, and communities. A thorough analysis generates new perspectives for viewing a situation through other value systems.

Analyze to Determine and to Develop New Resources

A final reason for analyzing program situations is to gain a more complete understanding of community resources. Before initiating an educational program, the Extension educator must find the location, quantity, and quality of available resources. These resources might be within the situation at hand or in what Carr (1947) called "the situational field"—the area that is just outside of, but related to, the immediate situation.

In fact, situational analysis itself can generate resources. Defining a problem and understanding key causes for it develop confidence and independence. Learning leads to more independence and an increased ability to determine one's own needs. Analyzing program situations with its publics can generate support, cooperation, acceptance, commitment, and important political support for Extension.

Improving Situational Analysis: The Obstacles

Situational analysis presents four types of obstacles: (1) physical, (2) social, (3) psychological, and (4) mythological. How well these obstacles and their implications are understood and overcome could point to how effective a situational analysis will be.

Physical Obstacles. Physical obstacles are geographical size and distance. For example, it would be much easier to analyze and determine the problems with trade-center construction in a classroom discussion with full-time students than in a 10-county area in which adult learners are widely dispersed.

Again, the number of factors and interrelationships increases geometrically as we move from analyzing the fiscal management of a single farm, to farm foreclosure notes in a county, to the economic well-being of a statewide farm commodity group. Even if it is possible to identify all the parts of a situation, it could be too costly to measure them.

Often, members of a target clientele group, such as commercial fruit growers, are widely dispersed. It is difficult for Extension educators to carry out personalized, collaborative, continuous, and relevant situational analysis over such a broad area.

Social Obstacles. Social obstacles include norms, habits, and roles. Much of our everyday behavior is habit. We generally do not reflect, analyze, and rationally determine the next step in everything we do. Therefore, the importance of systematically analyzing a program situation might not be recognized by educators or publics. The analysis system itself might be strange, or conflict might exist between the system and people's routines or habits.

Another social constraint is what Bachrach and Baratz (1962) refer to as "the nondecision." Certain groups and individuals in society have more power and influence than others. They can restrict which situations are open to examination and decisionmaking. Power actors can keep controversial or threatening arenas, such as land-use planning or watershed improvement, closed to examination and thus forestall decisions.

Related to the phenomenon, nondecision, is our desire to avoid discomfort, which can lead to "nonquestions." For example, many Extension educators might not ask whether CES ought to continue to exist. Rather, they might ask how CES should change, if it is to remain relevant.

Other examples of nondecision are the reluctance of small rural town residents to consider the town's continuing demise, or a dairy scientist considering the relative inefficiency of the dairy cow for food production. The vested interests and values of key people in the community can restrain complete, objective analysis.

Other indicators of social obstacles are secrecy, refusal to understand, and censorship.

Psychological Obstacles. Most of the obstacles in effective situational analysis result because of our individual limitations. Everyone lacks certain knowledge, attitudes, and skills. Some believe they cannot analyze abstract or ambiguous situations, or believe they have little aptitude for those tasks. They request help from specialists to identify the right questions, design data-collection methods, and interpret abstract, vague, and uncertain data and observations. Many have not learned to recognize new or potential program situations. People's specializations often crowd out their understanding of other areas and reinforce their values and attitudes, which makes it difficult for them to see other perspectives.

In the past, agricultural production economists placed the potential value of greater corn production, achieved by draining an 80-acre slough or marsh, as higher than that of six mallard ducks living in the marsh. Landscape architects might see the bachelor's button as an attractive wildflower, while crop specialists see it as a weed. What happens when the two discuss plant selection for highway medians?

Analysis also is limited by inaccessibility. One cannot possibly know what is actually going on in another person's mind. Although we attempt to test for knowledge or measure people's opinions or attitudes, we only have indications of what is *possibly* on their minds. We need to recognize the limitations of all such data.

Another type of analysis obstacle is a psychological readiness for particular ideas and ways of doing things that serves as a screen for new learning. Information filtered through this perceptual screen tends to reinforce most past experiences. Extension educators have to use their past experiences without being controlled by them. Extension educators can improve their situational analysis processes by "developing a set to be set for that which they are not set."

Mythological Obstacles. Myths are those beliefs that are not true, but are so pervasive in our society or work that they seem real, and thus are powerful.

The first myth to overcome is that situational analysis equates with needs assessment. It is important to get beyond this myth because, if only needs are assessed or evaluated, one can easily overlook the causes of problems and needs, identification of needed resources, and constraints. In addition, the equating of situational analysis with needs assessment tends to limit analysis to early program stages. Later program stages require continual situational analysis, because situations continually change, especially if our programs begin to have any effect on clientele.

Extension program situations include more publics than just the target clientele and communities for whom problems or needs are identified. Identifying and involving those other publics can generate further understanding and build acceptance of planned programs.

A second myth is that situational analysis consists solely of identifying and collecting facts and statistics, such as social and demographic census figures, corn acreages, hog production figures, new home starts, economic trends, pollution projections, the Gross National Product, birth and death rates, calorie intake by the average adult, and unemployment figures. All of these are important quantitative data. However abstract numbers and data are important only when they serve more complete analysis and interpretation. Data are abstract and meaningless in themselves, without a question in need of an answer, or values to which they can be related.

Interpretation or meanings of numbers come from the context, values, questions raised, and criteria surrounding the numbers. *Data alone cannot provide meaning and practical program implications* in situational analysis. Furthermore, people choose what data to collect, based on their own values and experience. Program meaning and interpretive perspectives are established through knowing and applying values and judgments to data before any situational analysis can influence program direction or serve as a basis for further planning.

Although many Extension educators do not know where to find appropriate data to analyze, others find it easier to gather data than to interpret their meaning. Thus, we often resign ourselves to a more easily acceptable, if not very useful, definition of situational analysis—collecting data.

A third myth, closely related to the second, is that situational analysis can possibly be structured, systematic, and totally logical to the exclusion of unstructured processes. An example is thinking that one model for Cooperative Extension will serve all levels, program areas, and clientele groups.

Yes, a ''model'' is proposed in this Module, and a framework for data collection is suggested. However, this model is a *combination of structure and flexibility*. Extension educators will surely adapt it; adjust it; compromise it; and improve it. The model suggests that much analysis is unstructured, imaginative, and highly personalized, but within a conceptual structure. The suggested steps are guides that are flexible enough to fit the different situations described in this introduction to Module 4 and the variations among Extension educators and their publics. Some educators might use the proposed steps in the order given. Others might intuitively ''follow their noses,'' as would a journalist or detective in following clues and leads.

Thus, the situational analysis model is a paradox. It suggests structured, deductive, and quantitative approaches while at the same time suggesting unstructured, inductive, and qualitative approaches. Each shapes the other and makes the analysis more complete.

Unit II. The Situational Analysis Model

The situational analysis model has 16 phases. Not necessarily in sequential order, these 16 phases are outlined briefly at this point to provide a road map. Each phase is expanded and illustrated in succeeding subunits of Unit II. Some phases have more elaboration than others: (1) personality style influences, (2) four situational perspectives, (3) seven value orientations, and (4) processes of involving Extension publics in data collection and analysis.

Phases of Situational Analysis Model

The 16 phases of the situational analysis model are presented in three categories: the *preparation* phases, the *implementation* phases, and the *concluding* phases.

Preparation Phases

1. Define the situational *boundaries.*

2. Identify the analysis' *purpose, focus, or key question.*

3. Identify the *key leaders.*

4. Know your *personality style* and those of the publics as well.

Implementation Phases

5. Identify the four *situational perspectives.*

6. Decide which *value orientations* are pertinent in each of the four perspectives.

7. Work with the key leaders to identify the *questions* within each perspective and value orientation.

8. Identify the *Extension publics* within each perspective.

9. Decide on and use public *involvement techniques* to get answers to key questions.

10. *Collect data* and observations.

Concluding Phases

11. *Compare and interpret* data evidence against the criteria offered by the four perspectives and seven value orientations.

12. Decide on conclusions and interpretations regarding *high-priority problems.*

13. *Reflect on, react to, and discuss* the tentative conclusions and interpretations of the data with the publics.

14. Decide on *learner needs.*

15. Set *learner objectives* or impact indicators for programs.

16. *Revise and prepare* a written report and a concise situational statement as preparation for implementing a program.

This step-by-step procedure might appear to be the Extension program planning and development process, as it generally agrees with many existing models of program development (Forest et al., 1986). However, the steps are general enough to be applied systematically and in depth, or very quickly to other nonprogram situations in which we often find ourselves.

Also, because of their more logical thinking personality styles, some Extension educators will implement the foregoing sequential phases easily and arrive at a sound set of major concerns and program goals. However, other Extension educators who have more feeling and empathetic personality styles, will question whether the 16 phases can be applied sequentially, or actually be applied at all, in any real situations.

Although it is important that they understand the 16 phases, Extension educators might not be *able* to apply the total model in all situations. They might not *want* to apply all the model. Of more importance, they might not *need* to apply all of the model, as suggested in this Module or as implied by the sequential and linear phases. The total model, with all its complexities and potential, is very likely inappropriate for many situations.

When does the model in its totality need to be applied? When is it unnecessary? Complete answers to these questions are reached by first understanding the nature, purpose, and importance of each phase, then combining that understanding with experience in analyzing situations, and beginning to know the feasibility or need for such applications.

Subunit 1. Preparation Phases

The preparation phases of the 16-phase situational model are (1) define boundaries, (2) set focus and purpose, (3) identify leadership, and (4) know personalities.

Phase 1: Define Boundaries

Defining the boundaries begins the analysis. As stated earlier, it is impossible to measure all and know all. Thus, you have to decide what part of the Extension program world to analyze. Dimensions on which the situation should be bounded are (1) subject matter, (2) clientele, (3) organizational, (4) geographic, and (5) the time element.

Subject Matter. Is the subject matter agriculture, home economics, youth or community resource development, or all of them? If the subject-matter area is agriculture, is it to be further subdivided into horticulture, livestock management, forages, or forestry? If the subject-matter area is youth, is it leader development, job skills, or self-concept? Is it multidisciplinary or a combination falling within the boundaries of 4-H livestock management projects? Regardless, review such important materials as your job description and decide the topic or subject-matter area in which pertinent questions should be further developed.

Clientele. Are you concerned with retiring farmers, youth leaders, newly married couples, small business people, or all of these? Are low-income families, marginal farmers, minorities, or the unreached your concern, or are all of them of concern?

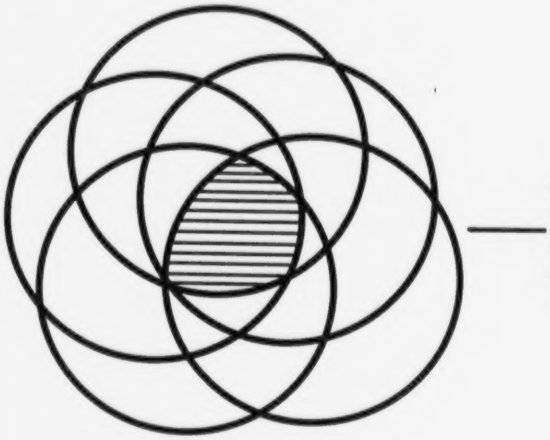
Organizational. Is the analysis for a region or county only, or for the entire state? Is it for the agricultural program area, or for statewide home economics specialists, or for an issue being addressed by a multidisciplinary or a multicounty program team? The organizational makeup has a great deal to say about who will be involved later in the analysis.

Geographic. Geographic location is closely related to, but differs from, organizational make up. The analysis could be focused on a regional trade center, a small rural village, a school district, a county, the state, or several states. Perhaps the geographic location is already defined and commonly understood, but chances are that some people in the situation have different perceptions. Thus, raising the question of geography and clearly answering it has merit.

Time Element. Is the situation an emergency that needs immediate attention, or does it have long-term significance? If it is an emergency or crisis, you obviously will not have time for in-depth planning or to consider many of the 16 phases of the model. But, the old adage, ''count to 10 before acting,'' might still apply. Reflection and thought can help you effect a wiser and less impulsive analysis of the immediate situation, even in a situation such as Vantage or his ancestors faced. However, if the analysis of a situation is not immediate, it is likely to be of long-term significance. Thus, attention to time becomes more crucial. Will the analysis take into account what has occurred over the past five years, or just the past six months? Will it be significant for programs during the next year, or over the next 10 years? This decision has an important bearing on how long or short, how wide or narrow the analysis will be, which, in turn, says a great deal about the manageability and significance of the analysis.

Perhaps other parameters also can help fix the boundaries of the situation to be analyzed. To illustrate, consider each of the five parameters just described as overlapping circles as illustrated in Figure 1.

The analysis has to occur within the boundaries. The situation is thus defined and narrowed, and so is the eventual analysis, thus making it much easier to communicate to others involved. The analysis becomes more manageable. The trick will be to stick to the boundaries you set and have all persons involved understand and accept the same boundaries. Change the boundaries *only* when absolutely necessary, because it is within the boundaries, once set, that the analysis occurs.



Once boundaries are set, the smaller situation that is encircled by all five circles becomes the situation to be analyzed.

Figure 1. The five parameters of the preparation phases

Adams County: A Case Situation

Adams County has a population of 63,132. The county has varied industry and business, including a sizable agricultural base. The County Extension office staff consists of three agents and two secretaries. In addition to the county geographic boundary and township boundaries, there are many other boundaries in this situation.

Long-range program planning is encouraged in all counties in the state, on a rotational basis, for the next 4 to 10 years. Adams County will work on its planning this year. The local Extension staff have been told by the district supervisor to set aside time for program planning. The state will provide expert help and some funding.

The situational analysis boundaries are Adams County Extension programs. More specifically, the agricultural programs are of concern. Tony Oleson and Betty Skog, two of the County Extension agents, work in agriculture and related concerns in Adams County. Their expertise and interests further delineate the boundaries within their agricultural programs. Betty, the 4-H Youth and Community Resource Development Agent, has a degree in environmental studies. Tony majored in animal husbandry as an undergraduate and has a combined M.S. degree in animal husbandry and Extension education methods. The County Extension Service hired them to help farmers with financial management and other money matters. They also are responsible for helping with crops and livestock-production problems. These agents are most concerned about the next four years and how all of their programs and specific activities will relate to each other. They are concerned with Extension education. They are not concerned with all of the agricultural problems and solutions. Other services, agencies, and private groups within a county can handle many agricultural problems outside of Extension's basic mission—education.

Phase 2: Set Focus and Purpose

One purpose of situational analysis is to alleviate immediate danger or catastrophe, i.e., to decide quickly what actions are absolutely necessary to decrease danger and to allow time for long-term action. For instance, when Lee Der and the horses, carts, and people landed on the rocks and water, actions were needed to prevent further catastrophies.

However, in long-range planning situations, more time is available. You have time to decide whether the purpose is to determine the most pressing needs and problems of a total community, or more narrowly, to identify high-priority community groundwater quality problems.

The overlapping circles in the preparation phase (see Figure 1) help determine the focus or purpose of the analysis to be done. But it is still prudent to state the focus or purpose as a question or objective, so that all publics to be involved will identify with it. For instance, the circles might be the same, but instead of the purpose being to determine needs, its emphasis might be on building public support.

Adams County

Within the broad, general boundaries of Adams County, agricultural situations are any number of specific themes that could guide the analysis. Thus, Tony and Betty decided to determine the specific purpose of their analysis within the general question: What are the highest priority problems within agriculture and agribusiness in Adams County? This is obviously a question that requires a decision(s) for each of Tony's and Betty's next four-year programs. This question represents their reason for pursuing situational analysis and all of their situational analysis effort related to it. To arrive at their theme question, they considered other possible questions as guides:

1. What are Adams County's agricultural problems? [A much broader question than the general question.]
2. What is the one major program that Betty should work on for the next four years? [A narrower and much more specific question.]
3. Should the two agents work primarily on economic problems, or should they work on environmental problems? [Obviously a narrower and much more specific question for each of the two agents to work on.]
4. What are the major problems within the environment and natural resources that are related to agriculture? [Again, a narrower question or theme.]
5. Should Betty concentrate on improving the water quality of Rock River during the next four years? [An even more specific question.]
6. How much do farmers know about groundwater and surface-water pollution, and what can they do to improve the situation? [The narrowest and most specific question of any of the foregoing.]

Working with their office chairperson, Ann Patterson, the two agents decided on the theme question: What are the highest priority problems within agriculture and agribusiness in Adams County to which Extension can contribute new university research and knowledge from the land-grant system?

Phase 3: Identify Leadership

Phase 3 is not meant to identify all those persons who eventually will be involved in the analysis. Instead, the purpose is to decide who will develop the analysis plan. Again, if the situation is an emergency, very few, if any, persons, other than the analyzer, will participate in the analysis. Further, if the situation is not affecting many people, subjects, or geographical areas, or is routine, it will basically affect only the person facing the situation.

But what if the analysis must determine programs for the next 4 to 10 years? What if the analysis is even broader, such as the total county's program plan for the next decade? In those cases, an almost inevitable need exists to consult with at least another person for analysis advice.

If the total county agricultural program is to be analyzed and directed, a much broader involvement will be needed. More extensive leadership will be needed if building support and acceptance for programs is one of the primary purposes of the analysis. In this case, it is important to involve the Extension district supervisor, a state Extension agricultural specialist or leader, the County Extension Office chairperson, the chairperson of the County Extension Council, and, perhaps, an Extension specialist in analysis. This group can set the analysis boundaries and focus; give legitimacy to analysis and eventual decisions; learn from the analysis; and provide broader insights on possible pitfalls and resources to use in the analysis.

Adams County

The two agents have talked with Ann, the County Extension chairperson. Even though her program area is home economics, Ann is responsible for the total County Extension program. Tony will have primary analysis leadership, but Ann will give the overall key leadership and ensure that the systematic analysis stays on track. Tony and Betty checked with their district supervisor, Mary Kirschbaum, and she gave them nine months to complete the analysis. They also checked with program specialists, Walter and Dave, who helped identify necessary data and specific questions that need to be addressed. The local County Extension Committee chairperson was contacted, and the two agents met with the committee to explain their follow-up plans. The chairperson and the committee endorsed the plan and agreed to help present it to the publics.

Phase 4: Know Personalities

When you get into a crisis, how do you react? Quickly, impulsively, and decisively, or do you look for more immediate observations? Do you tend to be analytical, logical, and objective, or emotional? Do you tend to look at the facts and data closest at hand, or do you look more broadly at causes and relationships?

Knowing yourself and the personalities of others who are involved in your program is crucial. Jung (1921) described the different psychological types illustrated in Figure 2.

The importance of understanding various personality types when working with the public-at-large, as well as in small groups, cannot be over-emphasized. For purposes of situational analysis, the types of personalities with whom Extension educators should be familiar are categorized into four personality groups: introversion-extraversion, intuition-sensing, feeling-thinking, and perception-judgment.

Introversion-Extraversion. The types of personalities in the introversion-extraversion category are introverts and extraverts.

1. Does the person's interest flow mainly to . . .?	
The inner world of concepts and ideas?	The outer world of actions, objects, and persons?
I Introvert	E Extravert

2. Does the person prefer to perceive . . .?	
The immediate, real, practical facts of experiences and life?	The possibilities, the relationships, and the meanings of experiences?
S Sensing	N Intuition

3. Does the person prefer to make judgments or decisions . . .?	
Objectively and impersonally, considering causes of events, and where decisions may lead?	Subjectively and personally, weighing values and choices, and how they matter to others?
T Thinking	F Feeling

4. Does a person prefer mostly to live . . .?	
In a decisive, planned, and orderly way, aiming to regulate and control events?	In a spontaneous, flexible way, aiming to understand life and adapt to it?
J Judgment	P Perception

Figure 2. Psychological types (Gordon, 1984)

Further Implications for Situational Analysis

Possible strengths	Possible weaknesses
Introvert	
Careful with details in analysis. Reflects on data, problems. Works with ideas. Is careful of generalizations. Thinks and is careful before acting. Is diligent.	Tends to work alone, not with publics and other Extension educators. Might lack communication skills. Might be indecisive and tend to overanalyze. Might be misunderstood by others. Needs quiet to work. Might make decisions without involving or consulting others.
Extravert	
Likes working with and involving other Extension educators and publics. Is open to others. Decisive and action-oriented. Is easily understood. Interested in results of analysis or other tasks.	Easily influenced by other Extension educators and publics. Does not work without people. Makes impulsive decisions and actions. Is impatient with routine and long, slow jobs.

Introverts, more than extraverts, tend to decide what questions to ask or what data to collect, independently of constraints due to the situation, culture, or people involved. They do quiet and diligent analyzing. They might dislike being interrupted while reflecting and analyzing, and might tend to forget names and faces.

Extraverts attune to the situation, people, and things around them, and endeavor to involve or relate to others in social situations and expectations. Extraverts are outgoing, socially free, interested in variety and in working with people. Extraverts might become impatient with long, slow tasks, such as analyzing communities over a 6-month to 12-month period, and do not mind being interrupted by people.

Intuition-Sensing. The type of personalities in the intuition-sensing category are intuitive persons and sensors.

Intuitives generally prefer analytical and conceptual frameworks. They become bored with "nitty-gritty" details and facts, the concrete and actual, and facts unrelated to bigger ideas. The intuitive person thinks, analyzes, and discusses in spontaneous leaps of logic that omit or neglect details in the situation. Viewing and analyzing the total situation are easy for these individuals, but they might have a tendency to make errors of fact and have problems with perceiving the importance of the smaller parts of a situation.

Sensors prefer to question, perceive, and analyze the concrete, real, factual, structured, tangible here-and-now. They become impatient and mistrustful of larger concepts and abstract, analytical frameworks. The sensing person analyzes with careful, detail-by-detail accuracy, remembers real facts, and makes few errors of fact. But he or she possibly may not be sure how it all fits together.

Further Implications for Situational Analysis

	Possible strengths	Possible weaknesses
Intuitive	Sees overall abstract, analytical framework and its possibilities. Sees gestalts. Imagines. Works out new ideas. Works with the complicated. Solves novel problems. Sees problems related to objectives.	Is inattentive to detail, precision. Is inattentive to the actual and practical. Is impatient with the routine. Loses sight of the here-and-now. Jumps to conclusions. Leaves things out in leaps of logic.
Sensor	Attends to detail and precision work. Is practical. Remembers details and facts. Works with tedious detail. Is patient with routine. Is careful, systematic. Steady worker.	May not see overall situational possibilities. Loses the overall picture in facts and details. Mistrusts qualitative data. Is frustrated wtih complicated problems. Prefers not to imagine the future. Dislikes new problems.

Feeling-Thinking. Feeling persons and thinkers are in the feeling-thinking personality category.

Feeling persons are empathizers and are sensitive to others' personal values. They like to please people, to get along with people, and they dislike conflicts. They tend to dislike impersonal logic and analysis. They like conciliation, consensus building, and harmony, when they involve the publics and analyzing situations.

Thinkers tend to use logic and reasoned analysis. They avoid the irrationality of making decisions based on empathy,

Further Implications for Situational Analysis

	Possible strengths	Possible weaknesses
Feeler	Considers others' feelings, Values harmony and consensus in situational analysis. Persuades and stimulates other educators and publics.	Might not be guided by logic. Might not be objective. Might be unorganized. Is uncritical, overly accepting. Bases decisions solely on feelings.
Thinker	Is logical, analytical. Is objective. Is organized. Has critical ability. Values justice.	Might not notice people's feelings. Misunderstands others' wishes. Can get along without conciliation. Might lack good interpersonal skills in involving publics and other disciplines.

warmth, feelings, and values. As a result, thinkers are more interested in logical and verifiable conclusions. Thinkers might infringe on others' feelings and needs without realizing it, neglecting to consider the important wishes of others in situational analysis.

Perception-Judgment. In this category, we have the perceivers and the judgers.

Perceivers are gatherers, always wanting to know more before deciding. They adapt well to changing situations. As a consequence, perceivers are open, flexible, adaptive, nonjudgmental, able to see and appreciate all sides of issues, and always welcome new perspectives and new information about issues. However, perceivers have difficulty reaching conclusions; are indecisive and noncommittal; tend to postpone the unpleasant; might not reach closure; and are frustrating to others as well as themselves. Even when they finish situational analysis tasks, perceivers tend to look back and wonder whether the work was satisfactory, or could have been done another way. Perceivers wish to "roll with" conditions and situations, rather than change them.

Judgers are decisive, firm, and sure. They set goals and stick to them. The judger wants to make decisions and get on to the next project. Oftentimes, before a project has reached closure, judgers leave it behind, go on to new tasks, and do not look back. They may make decisions in situational analysis too quickly.

The strengths and weaknesses of each of the personality types show that no one type has all the characteristics needed for good situational analysis. Some people obviously are stronger on data-oriented, logical, abstract, and analytical skills associated with scientific approaches to program situation analysis. Others, however, are people oriented and values oriented, and tend to involve the publics more easily in situational analysis when planning Extension programs. The following summary might be helpful when thinking about your style, in selecting persons to guide situational analysis, in involving others in data collection and analysis, and in helping to work together effectively in completing the analysis.

- If Extension educators and the publics with whom they work have the same personality strengths and weaknesses, they may "click" and decide on objec-

Further Implications for Situational Analysis

Possible strengths	Possible weaknesses
Perceiver	
Is curious and welcomes new ideas on a concept.	Is indecisive
Sees all sides of issues.	Does not tend to plan.
Is flexible, adaptable to new situations.	Has no order.
Decides on the basis of all data.	Does not control circumstances.
Wants to understand situations.	Is easily distracted from tasks.
Open to compromise.	Does not finish projects.
Judger	
Likes to decide.	Can be unyielding, stubborn.
Does planning.	Can be inflexible, unadaptable.
Likes orderliness.	Might decide with insufficient data.
Can control and regulate situations.	Is controlled by task or plans.
Remains with a task.	

tives quickly. Their decisions, however, may suffer because of shared weaknesses. Task-oriented analysis groups should seek out and listen to persons of opposite tendencies.

- Extension educators and advisory council members who have different personality strengths may not perceive and analyze situations in the same way, and might have difficulty accepting each other's observations, analyses, and interpretations. The number and magnitude of such differences influence the amount of conflict and misunderstanding between the two groups. Extension educators can help reduce conflict by helping people understand other viewpoints. Analysis can benefit from differing points of view.

- Extension educators and members of the publics may prefer not to use weak personality dimensions. As a result, they may experience internal conflict when they must use nonpreferred methods to complete the plan.

- People's perceptions of data, beliefs, analyses, interpretations, and decisions are influenced most by their strong personality tendencies. Thus, differences in analysis results should be recognized, accepted, and used—not judged as right or wrong.

- While a personality type cannot be changed to its opposite, people can learn to strengthen their weaknesses. As adult educators, Extension educators can continue to learn and help others to learn these new approaches.

Adams County

The County Extension staff consists of one home economics agent, Ann Patterson, who also is chairperson (25 percent of her time); one agricultural agent; one 4-H youth and community resource development agent; and two secretaries. Ann, the home economist and chair of the office, is an ENTJ (extravert, intuitive, thinking, judging). An extravert, she likes working with people in groups. She involves others in decisions about Extension priorities and office management, while at the same time keeping all focused on Extension's overall perspective and long-range goals. She does not get bogged down in details. She appreciates people's values and feelings, but her objective thinking and factual approach to problems keep her from getting too immersed in the emotions and personal lives of others. Her distance from others' problems enables her to keep her focus on overall objectives, and to treat all perspectives and biases with equal attention. Her home economics program is balanced and does not reflect only her foods and nutrition specialty. She makes up her mind after looking at a situation. She is a mover and shows impatience when others want more analysis. She feels pressed for time, trying to handle her office chair duties while at the same time providing a full, comprehensive, and balanced home economics program.

Tony, the agricultural agent, is an ISTJ (introvert, sensing, thinking, judging). He is a practical person. He is quiet and does not speak to be heard. Rather, he talks to communicate his ideas. Tony's sensing preference means he likes facts, details, and specific practice observations. He organizes and analyzes the objective facts from industry and economists, and makes decisions about future programs based on the current facts and details. He tends to neglect input from county and national health officials, the county leadership, and the publics, and has not taken the initiative in

continued

social and political concerns. He had to learn to be more conscious of other people's values and feelings. When not assisted by others, Tony likes analyzing only one aspect of the county situation. An introvert, he does not like involving too many others when analyzing and deciding on future program plans. He, in turn, occasionally experiences lack of understanding and support for his programs.

Betty, the 4-H youth and community resource development agent, is an ESFP (extravert, sensing, feeling, perceiving) and is aware of, and sensitive to, other people's feelings and values. She is good at greeting people, communicating with them, and adapting to changing situations; but she might want to look more seriously at learning to be more fact-oriented, objective, and organized in planning future programs.

Ann, Tony, and Betty recently took the Myers-Briggs personality inventory, and know themselves well. As different style types, they know they can benefit from working and teaming with each other to produce a thorough, complete, and justifiable analysis of the program situations in Adams County. They also know the personality tendencies of the two secretaries, and have begun to consider the personality variations in the other persons they work with.

Ann and Tony realize that they tend to make quick judgments. In office decisions, they look to Betty for added input and a different perspective on their next steps. Tony struggles with his tendency to see only the facts, to see only within his particular livestock training, and is reluctantly looking more to other disciplines for answers to livestock production and marketing solutions. This struggle is fostered by his respect for the state's agricultural program leadership, which focuses on integrated and system approaches to farming.

Betty is aware of her tendency always to want more information, and she realizes that program decisions must be made and implemented.

Ann, Tony, and Betty have come to know the personalities of the County Extension board members, the Extension Committee members, their clients, and the media people in Adams County. They are a cohesive, professional team, capable of leading and conducting a comprehensive situational analysis.

Subunit 2: Implementation Phases

Once situational boundaries, the focus, analysis leaders, and key personalities are identified and understood, you are ready to start sorting the situation's components. In Phases 5 through 10, you will conduct the actual analysis; i.e., divide and sort the situation into the various parts.

Phase 5: Divide Into Four Perspectives

The structure of a program situation is multifaceted. *Some type of category system is necessary to organize one's thinking, questioning, observing, data collecting, and analysis.* The following framework gives four explicit perspectives, or points of view, to begin analyzing (dividing out) potential Extension education situations.

The four perspectives are:

1. The *societal and community situation,* such as the city, county, state, nation, or international setting in which Extension and its publics work.

2. The *Extension organization,* or institutional context of the CES, its public and private sectors, and its three governmental partners.

3. Target *clientele,* or potential Extension program learners, and their specific environment or circumstances.

4. The *professional* self, or the individual Extension educator.

These four perspectives and their effects overlap. The perspectives are interdependent. Answers to questions within any one perspective can influence questions and answers in the other three.

For instance, if the state Extension service's priorities (Extension organization perspective) include community economic improvement, then a County Extension agent (professional self-perspective) is strongly influenced to ask: What are the local county's current economic needs? The influence is strengthened if the County Extension Committee approved a long-range plan that gives economic improvement top priority, and if the Extension agent is trained in community economics.

To illustrate the importance of the four perspectives, imagine the chaos when the state Extension service (organization) emphasizes farm profitability, the County Extension agent (professional self) emphasizes saving wetlands, the local farmers (clientele) want increased crop production, and the County Extension board (community) wants programs about land-use planning.

By separating the situation into the four perspectives, each interdependent and interactive with the other, the Extension educator can get a better sense of the whole situation, whether the different perspectives agree or disagree with each other. This procedure is more likely to result in finding questions that need answers. To understand, for instance, that farmers have a financial crisis and that Extension wishes to respond to it does not mean the situation is that simple. No one perspective is "right" or "wrong"; it is only limited in terms of what questions it can raise and what data it can suggest collecting on a total county program situation. Raising questions from each perspective gives a good start to a total situational analysis.

Societal and Community Perspective. Many different norms, traditions, laws, and values pervade American society and international settings. Each of these pervasive factors influences local counties and communities, and each person within them. National and international events likely reflect local events. For instance, the American farm economy and world food markets directly affect local farmers' economic situations. Large world forces, like the farm economy, set the farmers' crop prices and, thus, how much they pay for farm inputs. International and national political decisions about trade, imports, tariffs, global weather conditions, national and international crime, and drug traffic all affect local farmers and small business clientele problems. If the general public prefers a bottle of wine over a glass of milk, the incomes of both grape growers and dairy farmers are affected.

The importance of understanding the agricultural marketing situation can be shown more specifically. If, for instance, 40 percent of the general public wants electronic and home entertainment gadgets, such as VCRs and jacuzzis, and prefers TV spectator sports shows, businesses that sell those products are going to spend "big dollars" on advertising those products. These advertising costs, in turn, are added to the cost of the products consumers buy. So, in at least two ways (which home entertainment products are purchased and the advertising costs of TV shows), in this example, the amounts of spendable household income for basic and less glamorous needs, such as farm-produced food, shelter, and clothing, are affected. In turn, the lower demand affects prices farmers receive for their products.

The strength of local farms and retail, grocery, and hardware stores; the availability of transportation; the importance of continuing education; and attitudes toward a particular Extension program are all factors that influence how willing people are to become involved in Extension program development.

If Extension is dealing with the disadvantaged, other societal factors influence how Extension educators and potential learners interpret their situations. For instance, many believe equality and fairness are paramount in helping the disadvantaged with their dilemmas. Others in the society might believe the problems of the disadvantaged are due to a lack of self-motivation or the ability to be self-responsible. Most important, these public attitudes affect how Extension educators gain acceptance and support from the publics for this type of program, and how likely it is that the publics will become involved. Public attitudes also influence whether or not state and county politicians provide Extension with effective education resources.

Situation analyzers should look at the community in relation to the larger society, and should identify the various factors that affect community situations: values, opinion polls, public attitudes, traditions, power and organizational structures, ethnography, demography, politics, trends, and resources. Developing such a checklist makes it easier for the Extension educator to identify crucial questions and relevant, existing data, and to collect and interpret data.

The societal or community perspective is the *macro-external perspective.* These influences are external to professional Extension educators and to the Extension system. They are broader (macro) than the situation of a particular clientele.

The Extension Organization Perspective. Adult education ideas trace back thousands of years. Extension education, as a term, was first used in 1873 in England. The Chautauquas of the late 1800s gave rise to the Smith-Lever Act of 1914. [*Note:* See **Module 1: Understanding Cooperative Extension** for a complete presentation of the Cooperative Extension System's history, ideas, values, laws, philosophy, and influences on program situations.]

Because Extension is more than an organization (it is also an idea, philosophy, or institution), it is somewhat difficult to define. For instance, many people and groups might be considered part of the Extension family. Elected County Extension committees, advisory councils, and the legion of volunteers in 4-H and Homemaker Clubs are all part of that group. However, for clarity of discussion, the Extension organization perspective is represented by the opinions of those who are formally responsible for

Extension policies, budgets, programs, and reports, and the written products of those tasks.

The Smith-Lever Act says that Cooperative Extension educators give practical information to people to help them solve their problems. This means that the Extension institution's basic mission is education. Extension educators take new research information that relates to local people's problems and help them incorporate it into their lives.

But state Extension services can change because of new appropriations, directions, threats, and opportunities. These changes suggest what Extension program priorities and objectives should or could be. In every decade since World War II, the Cooperative Extension System has conducted studies to determine its priorities for the next 10 years. These studies were conducted in 1948 (the Kemper report), 1958 (the *Scope* report), 1968 (*A People and A Spirit*), 1983 (*Extension in the '80s*), and 1987 (*Extension in Transition*). It is a good idea for the Extension educator to review these reports, particularly the latter two, for suggestions about future priorities. The reports also provide information about the partners of Extension, such as the USDA, land-grant institutions, county governments, private foundations, private industries, and clientele. The reports include how the partners interrelate and how they are interdependent.

Beside these periodic studies, the Cooperative Extension System identifies national initiatives and issues addressed by state and local programs. Every state Extension service has a prepared list of statewide priority assessments dating from 1980. In fact, some states have several that they use to reexamine and redirect their future priorities. These future priority statements are data, and they provide clues about the support and resources expected from state and local Extension services. These documents specify what national, state, and county offices agree to and support. They provide an information base for making logical decisions about specific local program priorities.

In addition to existing and formal policy statements, other organizational factors need to be considered when analyzing a situation. Extension budgets, inflation, deflation, and the general move toward decentralization of public taxation and services are considerations. Another factor that is important to consider is that Extension is oriented to people, research, teamwork, cooperation, flexibility, and responsiveness. [*Note:* See **Module 7: Techniques for Future Perspectives** for an in-depth presentation of how the Extension organization can and should look toward the future in setting general policies and priorities.]

The Extension organization and institution perspective is called the *macro-internal* perspective. As is the case in the macro-external societal perspective, these policies, viewpoints, traditions, attitudes, and directions are broader in application and influence than a specific employee or clientele situation. Understanding and applying the influences and perspective of the larger Extension organization can make it easier for local Extension educators to reduce anxiety and role conflicts in their daily work lives.

The Clientele Perspective. Usually, the clientele will be the focus of a program situational analysis. Once the larger societal and community perspective and influences are analyzed, general concerns and problems are identified, and clientele groups are priority ranked, analysis should start to determine the clientele's specific needs, interests, concerns, and resources, and any obstacles to change. Returning to the farm economy example, if the farmer's economic problems are more important than county zoning, analysis moves to questioning and determining the farm family's specific economic and farm management needs, as well as the stress the economic problems place on the farm family. Extension agents who can empathize with these types of situations find it easier to relate to clients and to involve them in collaborative situational analysis.

The clientele perspective is termed the *micro-external* perspective. Each individual has a personal analysis and interpretation of his or her own situation. The analysis might or might not be correct, in the Extension educator's opinion, but it is, nevertheless, correct for that client. An Extension educator's role is to gain new perceptions from further analysis.

The Professional Self Perspective. The professional Extension educator comprises the fourth perspective. This should be the easiest perspective to analyze; yet, it is often the most difficult.

A person knows his or her own private thoughts, feelings, perceptions of others, motivations, and personal strengths and weaknesses. Yet, not everyone can communicate how they feel or what they believe about their professional skills, values, and aspirations. More important, many people have problems when using their basic values and beliefs to guide them in making analyses.

Forest and Mulcahy (1976) suggest that Extension educators must sort, weigh, and choose their own priorities. Although it is difficult to accept, no one but the individual Extension educator can decide to accept, modify, or reject others' influences.

Clarifying their values and understanding their personal style help Extension educators to know and to understand their perspectives. Along with knowing their knowledge, skills, and attitudes, Extension educators who know their values are more empathetic to others' values and perspectives.

The professional self perspective is the *micro-internal* perspective. The professional self is as critical to the total situation as are the other three perspectives. Extension educators are responsible for offering leadership in analyzing situations with Extension publics. How well these educators are aware of their own values, beliefs, and styles of choosing among facts and influences and how they work with people will be major factors in how effective they are in situational analysis. [*Note:* See **Module 3: Developing Leadership** for a complete discussion of situational leadership principles and how Extension educators can take leadership more effectively and help others gain leadership in program situational analysis.]

Adams County

Relying on previous experience within the county and other counties, Ann, in her role as office chairperson, took the lead in assisting Tony with the analysis. She prepared four worksheets for each of the four perspectives and shared them at an office staff meeting.

She told Tony and Betty that, if they wanted to determine the top priority problems in agriculture, they first needed to look at the following:

Society and County

1. What are county, state, national, and international trends in agricultural production, products, costs, sales, marketing, and trade?

continued

2. What are the current state and national trade policies, environmental protection policies, conservation initiatives, consumer preferences, and other topics peripheral to agricultural production and marketing?

3. How do Adams County residents view agriculture?

4. How does agriculture, as an enterprise, compare to other industries in Adams County and surrounding counties?

Extension Organization

1. What are the national and state initiatives and issues that Extension expects to address in the next decade?

2. What are current state and national priorities in agricultural production and marketing?

3. What specialists and backup support are available in specific areas needed in Adams County?

4. What new or continuing agricultural research data are available?

Clientele

1. What questions are young farmers asking?

2. How do the needs of livestock farmers differ from those of crop farmers in Adams County?

3. How willing are agribusiness firms in Adams County to make program changes?

Professionals

1. Are the two Extension agents capable of providing quality programs?

2. What agricultural trends are these agents seeing?

3. How ready are these agents for changes?

Ann invited Betty and Tony to add other critical questions to the lists and to identify specific questions for these four perspectives. The three agents discussed the questions. They agreed that the four perspectives were a good place to start looking at Adams County agriculture program priorities. Betty and Tony agreed, however, that it still was all too vague.

Phase 6: Decide Value Orientations That Need Inquiry

Authors in adult education, needs assessment, and community analysis have proposed and used differing categories for guiding the raising of questions, observing, and analyzing within the four perspectives for beginning an effective analysis:

- Extension program areas, such as agriculture, home economics, 4-H, and community development.
- Academic disciplines, such as sociology, engineering, dairy, mathematics, agronomy, and economics.
- Broad conceptual areas, such as economic, environmental, and social.
- Functional areas of communities, such as production, distribution, consumption, social control, and socialization.
- Social institutions, such as family, economics, religion, education, health, and political.
- Categories inductively derived from the community, not preordinate.
- Educational objectives sources proposed by Tyler (1950): society, individual, knowledge, philosophy, and psychology of learning.

Regardless of approach, the key principle is that researchers and practitioners have found that a category system of some form is needed for beginning an effective situational analysis. In the following discussion we will elaborate on the use of seven value orientations as suggested categories of questions to raise.

Values are underlying basic beliefs, standards, and bases for personal actions. Values are not tied to particular objects and activities as are attitudes, which are related to such objects as homes, jobs, animals, books, children, meetings, or plans. Values are intangible and ambiguous bench marks or assumptions that are based on the experiences that direct further experiences, logical thought, and placement of meaning on our experiences, observations, people, and data. According to Williams (1967, p. 22):

> Values are not the same as needs, desires, or motives—for everyone at some time has desires that he judges negatively, and one may evaluate highly for others, a condition he himself does not desire to attain or experience. . . . Values steer or canalize or actually define powerful needs and gratifications in ways far removed from biological promptings.

Values should be used to categorize, analyze, and sort. They are precursors of needs and educational readiness levels, and are logical bases for raising questions and deciding whether or not certain data indicate high-priority clientele needs.

Based on Allport et al. (1960), the seven value orientations (tendency or general nature of a value category) suggested as categories or guides for questioning and observing in situational analysis are (1) economic, (2) educational, (3) environmental, (4) health, (5) political, (6) psychological, and (7) social. To the extent that other categories represent value systems, Extension educators might want to change the list. Although the following can fit within the seven values listed, other value categories are family, ethics, freedom, religion (in the Allport et al. list), democracy, and individualism.

Economic. Society is based on production, distribution, and commodities consumption. Money is the means of exchanging commodities and meeting needs. In fact, when deciding how much anything is worth, even things like loving and caring, people often find it more convenient and meaningful to answer in terms of dollars.

Resources usually are thought of in terms of dollars and facilities. Household income, farming efficiency, cash-flow analysis, debt/asset ratios, unemployment, marketing facilities, new industry, taxes paid, all varieties of production, and the number and types of available jobs are all indicators of household resources. Because people compete to be equal, in economic terms, situations might arise in which one societal group has more economic resources than another.

Education. The education value orientation involves intelligence, wisdom, learning, and goal achievement. This value orientation is closely related to political ideals: (1) people must be knowledgeable enough to govern themselves, and (2) people have an inherent right to know.

John Dewey and Thomas Jefferson stated that a democracy cannot exist without a learned people. Education takes place in and for given societies. People learn through many sources, not just from formal schooling. Thus, formal and informal educational settings are possible indicators of need in this orientation.

Needs would exist, according to this value orientation, if Extension educators, along with their publics, found that local families, schools, churches, libraries, or media were unwilling to support education sufficiently to keep the community at desirable national and state standards. To measure a community's educational needs, look at the number of book purchases; the number of new, innovative program exchanges; efforts for gifted children; dollars spent per capita on schools and education; library usage; types of mass media programs; and actual levels of knowledge on particular program subject matter, such as nutrition or money management. The percentage of high school graduates and dropouts and the number of graduates seeking advanced schooling also indicate a community's educational needs, as do the results of national, standardized, scholastic aptitude test percentiles.

Environmental. Allport et al. (1960) suggest that aesthetic values are basic to some people, and that human beings need the environment for their basic physical survival. The natural environment includes not only its beauty, but its resources and ecological interrelationships.

Environmental needs are the adequacy of basic physical conditions, both natural and constructed. These might include such things as the level of groundwater and surface-water pollution, means to improve the environment, billboard control, the amount of green belts and parks, land-use planning, the efforts of local garden clubs to preserve and enhance the community, and the amount of natural prairies still in existence. In a situational analysis, we might measure the number of billboards per mile on a county highway, the oxygen level in rivers and lakes, the phosphate levels in the lakes, or the number of flowers and trees planted along town roads and in county parks. All these measurements are potential need indicators, if they measure a situation that differs from community values. For example, if the community values outdoor recreational facilities that encompass things like fish and safe water, its citizens should know when the amount of oxygen in a lake or creek drops below levels acceptable to support life, or when the algae and weed growth prohibit fishing, swimming, or boating.

Health. This value orientation encompasses human life itself. Satisfying physiological needs, such as food, clothing, shelter, water, disease control, and safety, is basic to human survival and a healthy life.

Health also suggests need indicators. Extension educators and their publics can ask questions about the availability of sufficient clothing and food; adequate hospitals, dentists, and physicians; safe use of medicine; police and fire protection; drug and alcohol abuse; and water and sewage disposal systems. Knowledge, attitudes, and the practice of cleanliness and hygiene habits, balanced nutrition, safe drinking water, and housing also are indicators of needs, when they differ from the desired situation.

38

Political. The political value orientation includes democratic ideals and values, such as people governing themselves; becoming involved; and through the decisionmaking process, developing social and governmental institutions by themselves.

Political analysis, according to the political value orientation, raises questions and elicits observations about neighborhood organization memberships, voter registration rates, links between key community groups (such as the PTA and parents), the percentage of eligible people voting, the openness of the local government to the concerns of people, priorities on spending of tax dollars, and farmers' perceptions of their ability to influence laws and policies that affect their businesses.

For example, if all eligible voters should register and vote in elections, any measurement that shows less than all eligible voters suggests a gap and, therefore, a need. If farmers should influence political decisions, but do not participate in politics, a need exists. If the farmers do not have the time or knowledge about influencing policy, an obstacle exists that could be overcome with education.

Psychological. The psychological value orientation includes how individuals see themselves and others. Our culture values the dignity and freedom of the individual, self-esteem, positive self-concept, trust, independence, and confidence. Individuals live, think, and act on the basis of their internal attitudes, motivations, and aspirations. The psychological value orientation points to questions, observations, and analyses of people's openness to change and self-concept, and whether they feel they can solve their problems or take advantage of opportunities. If, for example, a community values equal access to community resources, and a survey finds farmers, blacks, the elderly, or the poor have less access to community resources than average citizens, then a need exists.

Questions and observations in this category include levels of aspiration, self-concepts, participation levels in voluntary groups and community activities, levels of cooperation and conflict in activities, willingness to be responsible, self-direction, feelings of openness toward others, amount of religious affiliations, motivations, and people's attitudes toward reaching desired goals.

Social. No one, or nothing, exists in a vacuum. Thus, social and ecological relationships are important in any given situation. Yet, adequate relationships and affections are highly valued. The amount of network patterns and exchanges between people, groups, communities, and their total environment indicates the adequateness of interrelationships.

The social value orientation deals with questions, observations, and analyses of variables, such as divorce rates, suicide rates, voluntary organization memberships, adequacy of all transportation modes or of all media, provision of care for the needy, accessibility to economic services and institutions, psychological services, and the level of donations to charities and churches.

Using the Seven Value Orientation Categories. How are these seven value orientations used to identify needs, trends, resources, and obstacles in situational analysis?

Once each of the perspectives is conceptually divided into value orientations, an analyzer has seven categories in which he or she can continue to ask questions, collect data, measure, and observe existing behaviors in each of the four perspectives.

The categories are used as general premises from which more specific criteria and standards are derived logically for comparing, interpreting, and judging data. To illustrate, if the economic well-being of all people is valued by the Extension economics specialist, the community, and the Cooperative Extension System, and blacks and Asians have higher unemployment when compared to whites, a serious need likely exists, if actual conditions are to be in accord with the economic values.

The array of differing value orientations shows that people have different value systems. For example, an Extension wildlife specialist, who clearly values the natural environment, could conclude that the 20 feet of plums, thistles, ragweed, quack grass, and deerbrush along a fence row are perfect groundcover for rabbits, grouse, and fox, while the Extension agronomy specialist might have values that are more economic and production oriented. The latter could logically conclude that the same weed and brush situation is entirely inconsistent with the farmer profit motive; is a problem; and, therefore, ought to be destroyed. Because of such variation in value orientations, asking questions and analyzing situations according to the differing value orientations ensures a situational analysis across a broader spectrum than if Extension educators only ask questions according to their own disciplines, past experiences, or what randomly comes to mind.

More specific analytical questions within each of the 28 cells formed by the four perspectives and seven value orientations are suggested (see Figure 3). Using unemployment as a sample focus of analysis, economic value orientation suggest the following questions, data, analysis, and interpretation:

- What do the rural, self-employed, bankrupt, or unemployed *know* about available employment or needed job skills? If they know less than the employed, a learning need might exist.
- How do the bankrupt or unemployed *feel* about getting jobs? Do they want to do anything about it? If their motivations and feelings are negative, a learning need could exist.
- What are the bankrupt or unemployed *doing* to find jobs? What are employers *doing?* If action is minimal, perhaps a learning need exists to stimulate activity.
- *Who* is helping them? *Who* is actually becoming employed?
- Who has the *influence* and power to help the bankrupt or unemployed find employment? Those who have needs, but no influence, and want jobs, might need extra help.
- What *resources* in the community can help them locate training or employment opportunities? If money is lacking to provide training or to build an industrial park, a need could exist.
- What *expectations* do the bankrupt or unemployed have of Extension educators or employers who might help them meet their training and employment needs?
- What *trends* in data exist? Is unemployment of certain groups increasing or decreasing relative to the desired situation?

More specific foci, the purposes of analysis, the depth of analysis, and the specific questions, as illustrated here, will affect how many, or to what degree, each of the 28 cells in Figure 3 are used.

The seven value orientations also can be used to clarify more specific needs within broader problems. For example, assume the County Extension agent completed an initial survey of county concerns and conditions from which he or she identified water quality in nearby lakes and streams as a real need, because current water-quality measurements, which show oxidation, weeds, sediment, phosphates, and trash, do not meet community standards. Water quality is a general problem, but before it can serve as a focus for a major Extension program, it needs further clarification.

Perspectives*

	External		Internal	
	Macro	Micro	Macro	Micro
	Societal	Clientele	Extension organization	Self
1. Economic				
2. Education				
3. Environmental				
4. Health				
5. Political				
6. Psychological				
7. Social				

*Within each cell, any number of questions can be asked. For instance, based on Loomis' (1960) model, these types of questions are pertinent:

- — Who is doing what…?
- — What do people know about…?
- — How do people feel about…?
- — What are people doing about…?
- — Who has power and influence…?
- — What resources are available on…?
- — What do people expect on…?

Figure 3. Matrix model for identifying and collecting data

An Extension water-quality specialist can look at these water concerns from the perspectives offered by each of the seven value orientations. Thus the following questions could be asked:

- *Economically*—What is the cheapest possible way to improve water quality? Can people afford it? Will a disproportionate share of a community's resources go to water quality?
- *Educationally*—Do people know the relevant water laws and how groundwater and surface-water quality affect other things? Do they care? Do school children learn about water quality in science classes? Do people know how to alleviate related problems? Do they have the skills to complete grant application forms to install water runoff retention systems around lakes and watersheds? Are they ready or committed to do this?
- *Environmentally*—Are polluted streams and lakes displeasing to the eye? Are fish being affected? Is the natural food chain being upset? Are farm wastes and fertilizers affecting the total aquifer system? Will future development cause problems of water runoff and pollution?
- *Healthwise*—Are the sewage and water-treatment facilities up to standards? Are coliforms, nitrates, or chemicals, such as PCBs, present at unacceptable health levels?
- *Politically*—What laws, regulations, and standards should be revised to enhance water quality? What federal, state, and local water assistance programs can be initiated?
- *Psychologically*—How do people feel about chlorinated or fluoridated water or municipal water programs? Are particular groups against water regulations that restrict fertilizing, dumping, or mistreating water resources?
- *Sociologically*—Is water quality conducive or detrimental to supporting recreational and social trends? Would people move to the community, if the water quality were improved? Are people moving out because of water problems? Are certain groups organizing to solve problems? Will families be affected?

Many more questions could be raised, but these examples make it evident that various value orientations offer differing vantage points from which to design questions, make observations, collect and analyze data, and interpret situations. The very act of looking at an already identified problem from multiple reference points is somewhat similar to cross-examination in a courtroom. The process leads to differing answers about needs. Identifying and discussing the existing contradictions and conflicts helps people understand and determine real needs and program priorities.

Wider public involvement and teamwork are encouraged. Accepting the existence of various value orientations encourages Extension educators to involve different community groups, each with their vested interests and different academic disciplines, in situational analysis. A good analysis illustrates how the same situation has the potential to produce differing needs, interpretations, and program alternatives. Perceived needs depend upon the Extension educator's original values.

Deciding priorities is an outcome of using value orientations in analysis. What might seem to be a narrow, specific, or low-priority need, such as stream pollution, might actually be a top priority need, if it touches several value-orientation categories. A need, in that case, would affect more than one person's basic values and thus would have a higher priority.

The seven value orientations, when all are used, force us to clarify personal values. The Extension water-quality specialist will discover just how strongly he or she values economics over environment or health over economics. Conflicting answers to questions point out choices that, in turn, help sharpen personal values, assumptions, and commitments.

Adams County

At the second staff meeting following the initial discussion of the four perspectives, Ann, the office chairperson, returned with additional ideas on how to analyze more completely each of the four perspectives that the group decided earlier were too general. She consulted her district director, Mary Kirschbaum, who attended a workshop on situational analysis. At that workshop, Mary learned about the need to break down the mental barriers created by college disciplines and Extension program areas, and how Extension needs to create more interdisciplinary systems approaches to problems.

For use as analytical categories in identifying questions, Ann gave Tony and Betty a copy of the seven-category system, which is based on the basic value orientations generally prevalent, in varying degrees, in people's minds. Ann suggested that identifying possible priority agriculture problems in Adams County be viewed within the following categories: economic, education, environmental, health, political, psychological, and social.

True to the sensing and nonintuitive personality type, Betty frustratingly said, "I don't understand." Tony said, "I do, but I sure don't see the importance or need for all that. Why don't we just look at agriculture?" Ann explained: "Agriculture does have all these dimensions. Not to look at all of them would leave out some possibly important problems. For instance, if stress in farm families was possibly the top problem, economic data would not uncover it, even though family stress can be caused by high debt and bankruptcy. Nor would the level of water pollution in farm wells say anything about the financial profits of farmers in Magnolia township. Political actions, recent and pending, will have a great deal to say about future economics."

Although not totally convinced, Tony began to see how agriculture problems could be viewed from differing points of view, and that solutions are interdisciplinary in nature. Betty also began to appreciate the need to look at the broader situation.

Ann went on to explain that using the seven categories could help break down the four perspectives discussed at the previous meeting. She illustrated the types of questions to be asked. They all agreed that it was the seven values, added to the four perspectives, that gave them a more detailed framework in which to continue their analysis. They agreed to read the sourcebook Ann had brought, in which value orientations were explained, by the next meeting two weeks from Monday.

They all agreed to try to identify further questions to determine what types of categories would be useful in their analysis and to report back at the next meeting.

Phase 7: Identify the Questions

In 1957, about the time of Sputnik, many people first heard what is now a time-worn cliche: "We're increasingly facing a knowledge explosion." What the world is really facing is a data explosion. Since the advent of the computer in the 1940s, but particularly since the advances of micro chip computers, computer data storage is incomprehensible. Government agencies, universities, libraries, and other data sources are bulging with information, and are seeking new ways to store more data, the existence of which is known to relatively few persons. Thus, the question is not how humanity can know all there is to know. Rather it is (1) determining whether or not any relevant data exist, (2) knowing how to find the needed data, and (3) knowing how to translate data into meaningful information.

The total situational analysis model focuses on these latter dilemmas, and not on what to do with the data. In the model is a general framework that was developed to help sort and screen pertinent situations.

When you know the question(s) to be answered, you will know the answers you need. The answers to questions come in the form of data, observations, measurements, and varied information, both qualitative and quantitative. The question(s) tells you what data are relevant and appropriate, and what you are looking for. The question(s) points the direction to the next phase of finding data sources (identifying the Extension publics), involvement techniques, and collecting and summarizing the data.

Most important, the question(s) is the connecting link between your thoughts, organized by the seven value orientations and four perspectives, and the answers. Within the 28-cell matrix in Figure 3 lie the answers to the questions and, thus, the eventual basic relevance of the data.

For example, if total situational analysis focuses on determining future Extension program priorities in a county, then, certainly, how each of the four perspectives perceives the identified needs and problems is crucial. Therefore, it is important to know how each of the four perspectives sees the situation from the standpoint of the seven value orientations. But within each of the 28 cells, what are the critical and specific questions that need answers? Working only within the economic sphere, the Extension organization, having economic revitalization as its number-one priority, would want to know the answer to the questions: How big is the program's likely economic impact in terms of (1) the number of people in different occupations, (2) how they invest their incomes, (3) level of unemployment in those occupations, (4) the value of products produced in those occupations, and (5) the trends of businesses?

Having data to show how different businesses and occupations compare, these variables answer the question and thus the data are pertinent. If the answers to the questions show the relative magnitude or importance of the businesses, then further economic questions could be asked, such as: Which of the businesses needs educational assistance the most?

Further illustrations (see Phase 6) show that questions differ in social, political, and environmental orientations. Analysis can continue within the economic value orientation, but the Extension educator could ask social, political, or environment-related questions such as: (1) In which businesses are more people unemployed? (2) For what business education programs would more political support be possible? (3) Which businesses cause pollution problems in the local streams and lakes?

In conclusion, Phase 7 will be complete when the leader(s) of the situational analysis has identified the critical analytical questions to be asked of the situation. Raised from the vantage point of the four perspectives and seven value orientation categories, these questions are further

44

guides to needed data sources, and to which groups to involve. That is spoken to in Phase 8.

Because of the dynamic nature of analyses, all questions are not likely to be identified at this time. As answers to questions and new data are collected, as

Adams County

Between the second and third staff meetings on situational analysis, Tony contacted three Extension agricultural specialists and asked their opinions on which questions to ask. One of the Extension specialists was a conservation and environmental specialist. The second was a crops specialist, and the third was a state farm management specialist. Based on their suggestions and his own livestock experience, Tony came up with 10 questions, which he read to the other agents.

Ann interjected, "With the exception of some, aren't these primarily economic production questions?" Betty said "Yes." Tony said, "Well, yes, maybe they are, but isn't that the purpose?"

At that point, Betty offered 10 other questions that she had been thinking about.

Ann said, "That's a good list. In fact, it sure adds to the good list that Tony began. Let me add a few that I've thought about," with which she began to read.

After the eight questions on Ann's list, Tony interjected, "Boy, that's sure a lot of questions but not all of them relate to our main questions on agriculture. I wonder if we can get the answers to all of them?"

Ann replied, "These are quite a few questions, and yes, not all relate directly to agriculture. Perhaps we don't even have all of them yet. Let's put these that we have in the seven categories that we talked about last time; see whether or not we have all of the categories covered; and identify which of the questions are not related to our focus." The resulting list, by category, was the following:

Economic

1. What different crop acreages are grown in Adams County?
2. How many different livestock types are raised and sold?
3. What volumes and values of agricultural products are sold?
4. Are these agricultural sales going up or down?
5. What agricultural problems do the banks and credit agencies believe need the most help?
6. How many businesses have started and failed in Adams County during the past five years?
7. What are the motel and hotel occupancy rate trends in Adams County? (Nonrelated)

continued

8. What are the consumer and household purchasing patterns?

Education

1. On what problems are farmers asking for the most help?

Environmental

1. How are the water and soil conservation practices applied?
2. What are the current phosphate and oxidation levels in the lakes?
3. What soil and water conservation practices are being applied and at what rates in Adams County?
4. How many farm wells have been tested recently, and what are the bacteria and nitrate levels?
5. What are the current animal manure spreading practices on farms in Adams County?
6. What chemicals are being sold for control of beef and corn pests and parasites?
7. What current calibration and pesticide safety practices are used by commercial and farm applicators?

Health

(None)

Psychological

(None)

Political

1. What do the other government officials believe are the most serious problems?
2. What do government officials know about state solid waste, recycling, and disposal laws? How many city municipalities have a recycling ordinance?
3. How are the municipalities allocating funds to different groups, such as the police, fire, highways, welfare, libraries, senior citizens, educators, business developers, and others? What are the budget allocation trends?

Social

1. What were the marriage, divorce, and birth rates in Adams County over the past five years?
2. How much television do families and children watch? Which programs? (Nonrelated)
3. How much time and money do farm families spend on recreation?
4. What roles do children play in the total farming enterprise?
5. How many farm children in Adams County, who are eligible, belong to 4-H in comparison to other counties?

continued

6. How many farm families have a will or estate plan, or up-to-date, accurate farm management records?
7. Are farm families currently socializing more or less with their neighbors or people in cities and villages?

As the three looked at Ann's list, it became apparent that the education, health, and psychological categories were not being examined as thoroughly as possible. They reflected on this and concluded that, for their purposes, they had all the questions that they considered to be important at this point, and that only two of the questions on the list did not seem to be relevant to their focus.

measurements and observations are made, and as new conclusions are reached, further questions will evolve, particularly if the results of the analysis have far-reaching implications. Do not overanalyze and raise further questions if the main focus is satisfied and practical decisions are possible.

Phase 8: Identify the Extension Publics

Identifying the Extension publics also could be referred to as identifying the sources of answers to the questions raised in Phase 7. Sources of answers are infinite. Therefore, knowing the specific questions being asked helps in finding the answers. A situational analyzer can approach and involve the following publics as possible sources of answers.

—National and state government agencies or departments for:

- Specialist and leadership opinions;
- Existing numerical data on agricultural acreages and production, fertilizer and pesticide use, birth and death rates, immigration, migration, housing conditions, unemployment, gross sales, census, new businesses, forestry, fish populations, tourism, geological and soil resources, water pollution and quality, and conservation measures;
- Current programs and services provided;
- Laws and policy statements that guide these agencies or departments;
- National Agriculture Reporting Service (NARS), Educational Reporting Information Clearinghouse (ERIC), Cooperative Reporting Information Service (CRIS) study reports on the foregoing examples; and
- Memoranda of understanding on relationships, procedures, and access to data.

—Extension and university departments for (1) specialists' conclusions; (2) research reports and articles; (3) program reports on similar situations; (4) survey data; (5) analyses of past situations; (6) assistance and reference on additional, specific data and answer sources; and (7) interpretation of laws, history, and policy.

—Private and business association groups for (1) sales data, (2) opinions, (3) trends, and (4) Chamber of Commerce data.

—Local government officials and Extension leaders for (1) assessment and tax records; (2) real estate sales; (3) roadway and transportation needs, plans, and studies; (4) waste-disposal trends; (5) water rights; (6) crime and social problems; (7) building codes; (8) land-use planning and zoning; (9) school populations; (10) library services;

47

(11) utility needs and trends; (12) ambulance needs and use records; (13) disease and health trends; (14) lawsuits and court records; and (15) museum and park usage.

—General community populations and specific target clientele for (1) values, aspirations, optimism, and long-term dreams for the future; (2) immediate farming needs and concerns; (3) knowledge about water problems; (4) record-keeping skills; (5) perceived ability to be self-directed; (6) attitudes toward parenting; (7) income levels; (8) ages; (9) marital status; (10) business or occupations; and (11) applications of ideas from past Extension programs.

—Popular media, such as TV, newspapers, radios, and magazines, for data on (1) current issues and attitudes, (2) trend data on the stock market, (3) local social news, (4) school activities and programs, (5) news analyses, and (6) local events and meetings.

As these sources of data indicate, the list is almost endless. The infinite nature of the data sources reinforces the need to know what you are looking for; i.e., what analytical question needs to be answered. These lists also reinforce the fact that much data already exist, perhaps unorganized or irrelevant to Extension's analyses, or organized by someone else's questions or issues. It suggests Extension educators should not start looking for data or deciding what publics to involve until they have their question(s) identified.

Once Extension educators have identified existing data relevant to their question(s), they need to interpret them with their clientele.

Inevitably, all needed data existing in computers, books, reports, or bureaus will not be found. Thus, consider soliciting new, original information from Extension publics.

Phase 8 is complete when the publics for whom the data are obtained are identified, along with other sources of answers to the key analytical questions.

Adams County

Once the three agents decided on the key questions to ask within each of the seven value orientations, they moved to the next step of identifying the group, agency office, or persons they would have to question. Their worksheet began to expand. They began to place names of groups, offices, or people after each of the questions, and to make plans for when and how they were going to obtain the answers or data to the questions. Their worksheet began to look like the following:

Questions	Sources of data
Economic	
1. What different crop acreages are grown in Adams County?	State Department of Agriculture
2. How many different types of livestock are raised and sold?	State Department of Agriculture
3. What volumes and values of agricultural products are sold?	State Department of Agriculture
4. Are these agricultural sales going up or down?	State Department of Agriculture
5. What agricultural problems do the banks and credit agencies believe need the most help?	Banks and credit agencies
6. How many businesses have started up and failed in Adams County during the past five years?	Chambers of Commerce
7. What are the consumer and household purchasing patterns?	Chambers of Commerce, retail stores
Education	
1. On what problems are farmers asking for the most help?	
Environmental	
1. How are the water and soil conservation practices applied?	Adams County Soil Conservation Service
2. What are the current phosphate and oxidation levels in the lakes?	State Department of Natural Resources
3. What soil and water conservation practices are being applied and at what rates in Adams County?	Adams County Soil Conservation Service and farmers
4. How many farm wells have been tested recently, and what are the bacteria and nitrate levels?	State Health Department
5. What are the current animal manure spreading practices on farms in Adams County?	Farmers
6. What chemicals are being sold for control of beef and corn pests and parasites?	Agribusiness dealers
7. What current calibration and pesticide safety practices are used by commercial and farm applicators?	Farmers and agribusiness dealers

Phase 9: Decide on Involvement Techniques

This situational analysis model involves the publics. Boyle (1981) discusses involving Extension clients and communities in analysis. Boone (1985) states that Extension educators must develop linkage with their publics. Ways to involve the publics or establish linkage with them depend upon the purposes of the situational analysis and the specific questions being asked.

Involvement in situational analysis is defined here as including Extension's publics in the situational analysis process by creating experiences in which they become, socially and psychologically, a part of that process, not just physically present. Publics are expected to collaborate actively in further analyzing the four perspectives and seven value orientations within the context of their personality styles.

Involving lay leaders, youth, university staff, professionals, volunteers, farmers, agribusiness representatives, watershed boards, the elderly, the media, and government officials in situational analysis results in a broad *physical* spectrum of degrees, attitudes, and techniques. When you gather a small group of farmers together in a room, that is *involvement.* However, when they discuss their cash flow, record keeping, investments, income, and debt/asset ratios, and express their current frustrations, needs, dreams, and future plans, that is *social involvement*. If that hypothetical group of heavily indebted farmers, through active discussion and analysis led by Extension educators, internalizes certain program alternatives, they could, in turn, act together to promote adoption of particular program plans.

Taking active roles in identifying problems and causes, and relating them to their own needs, lead publics not only to physical and social involvement, but also *psychological involvement.* This deeper psychological involvement and commitment can be a key goal for any situational analysis. The commitment leads people to public and political support of Extension. The commitment itself becomes a resource for programs. Involving Extension publics is a process that rests on several key principles:

1. All people are always involved, if only indirectly, in every program situation. At the very least, their lives are a part of the situation. The challenge is not getting them involved, but getting them involved for Extension's purposes.

2. An Extension educator's responsibility to involve others has specific program and leadership aspects, such as getting people involved for Extension program development purposes.

3. All efforts at public involvement must be open, honest, and nonmanipulative. Effective involvement that leads to true expressions of need, trust, and support cannot be attained through other approaches.

4. Neither ethics nor democracy requires that all citizens be directly involved, all of the time, in every aspect of situational analysis. Rather, the aim is to involve the publics for specific purposes so that people have impact on decisions that affect them.

5. Having the publics make all the program decisions does not guarantee democracy. Total citizen control could mean involving the wrong publics.

6. Involving people from the four situational analysis perspectives helps to identify needs and resources, as well as to generate support, learning, and knowledge of constraints. Keeping these general purposes in mind when planning involvement strategies ensures that the process stays "on track."

7. Full psychological involvement and commitment of publics in situational analysis allow various values and criteria for data interpretation to be discussed openly and in nonthreatening ways. They also support optimum use of varying personality styles.

Within the foregoing principles, many proven techniques can be used to involve the publics. From the following list, Extension educators can select the most appropriate technique(s) for the four perspectives, clientele, community, county, or program stage being analyzed. All will involve the publics, at least physically. Not all will be successful in building psychological commitment.

Surveys. Surveys conducted through mail questionnaires, personal interviews, or telephone interviews have been used effectively for years by Extension educators to involve publics and collect data on their needs, values, interests, knowledge, actions, skills, changes, and benefits due to Extension. The key to effective use of surveys is to use them within your focus, questions, and situational analysis purposes, as decided in Phases 1 through 8.

Surveys have been used effectively to gather data on variables in each of the seven value orientations for the Extension organization; state, community, or county situations; and specific clientele. Surveys can be used to gather data about general concerns, resources, and obstacles. Because one can collect both perceptions and facts, surveys are a means by which the publics can be involved psychologically and linked to the situational analysis process.

Communicate clearly with the publics. Keep surveys simple and short. In an advance letter and cover letter, explain the purpose of the survey and the intended use of survey data. Call or write those who have been mailed a questionnaire, but have not acknowledged its receipt, to reinforce the importance of returning the survey form.

Group Meetings of Community/Clientele Representatives. Many group techniques can be used to solicit clientele needs, knowledge, attitude and skill levels, program goals, and action preferences. Open meetings can be held within existing, small organized groups or neighborhoods, or they can involve representatives from entire communities, counties, regions, or states. Open meetings can range in size from very small to very large, and can include clientele representatives, community leaders, and other Extension educators.

When people are invited to such meetings, let them know in advance the purpose of the meeting. Sensitivity to the personality types of persons involved, appreciation of their diversity, and skill in group work will help Extension select the most appropriate education technique. Four such education techniques are:

Creative brainstorming: Osborn (1979) elaborated on this technique in the 1950s, and many Extension professionals have used it since. The process encourages openness and creativity by withholding critical judgments of the ideas generated. As an open process, anyone within the group can, at any time, suggest an idea without it being immediately judged or rejected by others in the group. Judgments are postponed until all ideas have been generated, analyzed, and interpreted by the group.

Nominal group technique: This technique was developed in the 1970s by Delbecq et al. (1975) and has since been widely successful. As an alternative to brainstorming, meeting participants are organized into small buzz groups of six to eight persons each. Each individual is asked to record, on cards and in the presence of others, his or her answers to critical questions posed to the group. An example question is: What are the most pressing concerns in the farming community? Still within the small group, individuals then share their concerns, one at a time, in round-robin fashion with others in their group until all responses have been heard and recorded. The small group reports its list and analysis to the total group. The total group then analyzes, clarifies, and finally votes on which of the concerns are of highest priority for Extension programs. This technique brings about consensus on needs and generates psychological support for programs even from introverted individuals.

Group interviews: This method, used in marketing research, recently has been adapted for Extension by Long (1983), Krueger and Mueller (1986), and others. A series of critical questions is presented to people meeting as a group. The resulting open, qualitative responses and discussions provide insight about values, perceptions, needs, resources, and constraints. The participants then are involved in analyzing and interpreting, once they have offered their individual answers.

Formal hearings: This method is often used by governmental departments and agencies. Extension educators could easily call a group of watershed landowners, 4-H leaders, small farmers, tourist services, and homemakers together to carry out a variety of functions; i.e., (1) make presentations on alternative needs; (2) state future Extension program priorities; (3) describe how the situation in the county or in Extension has been analyzed; (4) invite participants to offer their reactions, agreements, or disagreements to Extension's analysis; and (5) invite the publics to present their own observations, analyses, and interpretations.

Patton (1978) observes that the ''act-react-adapt'' process is used successfully by evaluators and situational analysts. Within the setting of formal hearings, it would be simple to apply these repetitive steps: (1) propose analyses, actions, or initiatives; (2) listen to the publics' reactions; and (3) adapt and revise the analysis, interpretations, and proposed priorities. More observations, needs, resources, knowledge, values, and attitudes will be generated by a set of proposals for consideration than by going to a meeting with no set plans.

Advisory Councils, Task Forces, and Committees. Extension has a tradition of working through selected, appointed, or elected groups, such as County Extension committees, county and state advisory councils, and others who can provide continuing observations on needs, resources, and constraints in situations. Examples are:

Advisory councils: Cole and Cole (1983) write about the use of advisory councils and reiterate a key point about successful involvement—the educator must know the purpose for involving advisory councils, and must design involvement experiences accordingly. Extension educators should determine whether the specific purposes are to identify needs, to identify constraints, to generate resources, or to learn—all purposes that can be served through situational analysis.

The authors also warn that no single council can serve all levels of Extension or program areas. Extension educators have to organize advisory councils around the focus of the situation being analyzed. To understand the concept of advisory councils and to use them effectively, consider (1) group dynamics and (2) program components, both of which include needs assessment and goal setting. [*Note:* See **Module 5: Working With Groups and Organizations** for a complete discussion of group structures, concepts, and how to work with groups, such as advisory councils.]

Ad hoc task forces: These task forces can be appointed and then dissolved upon completion of the situational analysis. This approach might mean getting a group of five to six of the most expert or representative persons within a community to analyze a need, issue, or concern, and to report their conclusions to some other ongoing group for further action.

Advocacy planning: On any particular issue, such as drug abuse, downtown revitalization, transportation, solid waste disposal, or water quality, many different solutions, strategies, and educational techniques might exist. One technique for selecting a suitable approach might be to appoint a task force to study and analyze a situation. The same process could be carried out by study groups with environmental, health, or other value orientations. Each group's conclusions would comprise advocacy positions to be presented at a public forum. Advocacy planning could generate further interaction, analysis, and interpretation to develop future Extension program plans.

Existing Data. A tremendous amount of data, including unobtrusive measures (those that occur naturally without any possible effect of the measurer), U.S. census data, agricultural production data, health fields data, and geological surveys, already are available within any of the four perspectives and the seven value orientations. The following list illustrates more specifically the variety and scope of existing data.

- The fertilizer sales at local dealers (type, grade, trends, form).
- The number of wills written in the community in the past year.
- Amount of life insurance purchased recently.
- Changes in traffic patterns.
- New business in the city.
- Records of phone calls to the Extension office.
- Amount of newspaper column inches given to juvenile delinquency (trends, type, location).
- Accident patterns (homes, farms, roads, bicycles, poisons).
- Requests for assistance records in the Extension office.
- Number of bulletins distributed by Extension (topics, trends).
- Extension plan of work data summaries (personal, other agents, specialists, county, by program).
- 4-H enrollment records (demographic characteristics, trends).
- Homemaker Club membership.
- Dairy Herd Improvement Association (DHIA) records.
- Birth notices and marriage license applications.
- New housing projects and new houses.
- Sales of natural and manmade fabrics.
- Incidents of consumer fraud in papers and the courts.
- Agenda topics at village, town, city, and county board meetings.
- Sugar and meat prices.

These data, if related to the focus, can be collected, prepared, and analyzed according to the analyzer's purposes and questions. To the extent these tangible and unobtrusive data accurately reflect Extension's publics and are related to analysis foci, the publics are being indirectly involved.

However, these existing data only generally fit current situations. How do Extension educators know if they are relevant to the current analysis? Whether or not these data are relevant depends on whether or not the existing data have internal and external validity. Good researchers ensure that the data represent the situations that they are studying. However, if data were useful only for the particular situation studied, there would be no broader societal value or practical use for them. Thus, researchers also strive for *external validity*; that is, value or wider application than just for the particular sample or case situation they studied. Extension educators who are conducting situational analysis are challenged to search for data that have external validity, or fit the situations that they are analyzing. How do they do this?

Katzer et al. (1982, pp.144–145) say:

> Researchers seldom study anything of interest to you. . . . None of these [research] situations make clear whether the results apply to you. And, in principle, that will always be the case. Because no two situations are ever exactly the same, how can you determine if the findings of a study generalize to your situation? . . . [One must begin by taking] a closer look at how "your situation" differs from the ones reported in the journals. Certainly the people are different, but so also are the times, the environments, and the initiators.

Thus, the challenge in using existing data is to know whether or not the data are from a representative sample. Extension educators need to know the focus, dimensions, variables emphasized, and the instruments used to gather the data in the previous data collections. They need to know which of these previously measured variables are of importance to them in the current situation. Katzer et al. (1982, pp.145–146) advise that:

> In these cases, you need to pause and take stock of your situation. . . . The key to generality is eliminating or discounting all potentially important differences between the situation described in the research report and the situation the results are to be applied to. If the differences between the research situation and your situation are minor and do not affect the findings, then it is reasonable to generalize across these differences. In other words, the research situation and your situation must be alike in *all essential ways*. But what differences are important and what ways are essential? . . . Most of the time, the situation is not clear-cut because it isn't obvious which differences matter and which are irrelevant to generality. In these cases, you need to judge the adequacy of the evidence or the arguments offered by the researcher's data.

Extension educators need to look further at the nature of the people in the sample, and they need to know whether the random sample or case study was appropriate or proper. Basic questions to ask are:

- Are the results factually accurate?
- What are the dimensions over which a person needs to generalize the findings?
- Did anything happen to the people during the study or collection of these other data that made them less representative?
- Are the significance or statistical reports reliable and valid?

Using existing data as indirect involvement can be effective in identifying constraints, needs, and resources, but is not sufficient to build the publics' psychological commitment, support, and understanding of Extension programs. That requires face-to-face interaction.

Newspapers, radio programs, TV programs, notice board postings, and the like are sources of good clues to help identify needs, resources, and obstacles to change. One way to ensure systematic use of these data sources is to keep a *log* in which you note various indicators of needs, resources, and constraints, as they are seen or heard. *Content* analysis of these logs can sort the observations by type and frequency. Through this process, major themes will emerge. Although content analysis as a technique has been developed to a very sophisticated level by journalism researchers, Extension educators can add to the practicality and efficiency of situational analysis by simply setting up conceptual categories of relevant variables and counting the frequency of observations for a month or a year. Once analyzed, these data can be reported back to group meetings, community leader meetings, and advisory councils to obtain the publics' further analyses, interpretations, and approval.

Ombudsman. This concept and practice originated in Scandinavian countries. At its own expense, an institution employs people who live within communities and are responsive to the clientele in those communities, rather than to the Extension organization that employs them. These ombudsmen are participant observers. They observe, keep logs, analyze, interpret, and report back to Extension on behalf of the clientele in county and community social systems.

Many variations on the techniques that involve Extensions's publics as individuals, small groups, and larger groups are available. All can help the publics identify their values, concerns, beliefs, and available resources. A few specific examples serve to illustrate how to generate real, interacting, and useful experiences within meetings and social settings:

Give people maps of their geographic area. On the maps, have them identify their concerns about their community and county. Participants can explain their concerns to others and be given data pertinent to knowing and analyzing the full community situation (Boone, 1985).

Carry out a force-field analysis. For example, a group leader might state that 20 percent of youth aged 14 to 20 years abuse alcohol and drugs. Buzz groups at the meeting would then identify, within each of the value orientations, the factors that encourage or discourage that drug-abuse level. Showing these arrows on a flip chart or chalkboard gives a picture of what factors are positively reinforcing behavior, what factors are negatively reinforcing it, and what needs to be changed for constructive and easy solution of the problem.

Share visuals. Take snapshots, slides, or videotapes of environmental resources and concerns. These visuals can be shown at meetings of public leaders or clientele representatives to stimulate discussion. Again, these pictures could be analyzed to answer the questions: (1) Why do the conditions exist? (2) Are they representative? (3) Are they serious problems? (4) What can be done? and (5) What has to be done first to solve the problems?

Conduct an iceberg analysis. Most community, county, or individual needs are like the proverbial iceberg. The surface is only a small part of the major problems. It becomes the task of an Extension educator to guide leaders, clientele, and others from looking at what is visible to considering underlying factors, allowing the iceberg to "melt" as the problem is analyzed, and bringing more of the major problems to the surface (Connors, 1966).

Elicit public self-reports and testimony. This approach requires that individuals be willing to express publicly their problems and dreams—an alarming prospect for many. But panels of farm families recently have found this to be an effective technique for public involvement, while at the same time giving emotional support to others who are facing the same problems.

People need to be socially and psychologically involved in the process of analyzing situations, not just physically present. The foregoing brief list illustrates a few ways of encouraging active involvement. The list could be considerably longer if the various examples of how Extension has successfully brought about involvement in the past were included. The situational analysis model proposed in this Module is experiential in nature. Unless specific techniques and approaches are used to involve the publics in the mutual act of questioning, observing, measuring, analyzing, and interpreting the four perspectives and value orientations, the model is not being applied, and situational analysis will not achieve its purposes.

Adams County

After considering the many questions to which they wanted answers, the three agents met and decided to use a combination of involvement techniques for collecting data. Tony was familiar with the existing state agricultural census data and the existing data in the Agricultural Stabilization and the Conservation Service and Soil Conservation Service offices in the county. He believedthat data from those offices and reports would answer the questions about how important various commodities were in the county, and whether or not problems existed with the production and marketing trends in those areas. (Given Tony's training, experiences, and sensing and introvert personality tendencies, these inclinations were not a surprise.)

Ann and Betty, however, although recognizing the importance of existing data in such areas as estates and wills, marriage and family trends, and use-participation trends, decided that it was necessary to involve many more people in the situational analysis. This meant gathering new and important answers to some of the questions. More important, it meant that, because of their extravert tendencies, they desired to involve others and, by so doing, build support for Extension program decisions. They both felt a random sample survey of adults and youth in the county was important to determine what people know about community problems and what they are doing, if anything, to solve them. They also agreed to organize a communitywide meeting to share the survey results. As a group, the three agents decided at this point to contact the County Extension committee and present more of their specific situational analysis plan. At the next County Extensioncommittee meeting, Ann presented the following actions and time schedule:

Activity	**Timeline (months)**	**Leadership responsibility**
•Collect existing data from within the county, at the state university, and from state department reports relative to the questions being asked.	2	Tony
•Conduct a survey of 500 adult (18 and over) Adams County citizens [See Appendix 1—Adams County Citizen Survey]; conduct a survey of 300 Adams County farmers [See Appendix 2—Adams County Farmer Survey], stratified according to the different farm types, regarding their current knowledge and practices in farming; and conduct a survey of 50 agricultural business leaders within Adams County on their views about agricultural problems.	4	Betty
•Conduct five community meetings in different parts of the county, with one of them in Mason. These meetings will provide: —Graphs and charts about using current, existing data. —Maps and photographs of various resources, problems, and events within Adams County. —Presentation of survey results. —Use the nominal groups technique to determine what the people at the meetings feel the future agricultural priorities are, based on the presentations. — Force-field analysis of top priority issues. [See schedule for Adams County Community Analysis Meetings]	6	Ann
•Summary by agents working with state sociologists, economists, and evaluation specialists on drafting a report, including an executive summary on the top priorities for agricultural programs in Adams County for the next 5–10 years.	9	Ann, Tony, and Betty

continued

Adams County
Community Analysis Meetings

First Session (Evening)

7:00 p.m. Welcome and Introductions—Ann Patterson
7:15 p.m. Overall Purpose—County Board Chairperson
7:30 p.m. General Meeting Goals and Agenda—Ann Patterson
7:45 p.m. Background Data Presentation—Tony Oleson
9:30 p.m. Adjourn—Coffee and cookies

Second Session (Daytime)

9:00 a.m. Coffee and rolls
9:15 a.m. Welcome and Review—Ann Patterson

- General Process
- Session 1
- Session 2

9:30 a.m. Survey Results—Betty Skog
9:45 a.m. Nominal Group Technique (NGT) Process [Break into 3 to 6 small groups (with leaders)]

Question: What do you believe are the most important concerns facing people in our community?

1. Silent individual responses
2. Round-robin group sharing
3. Discussion and clarification
4. Preliminary group vote
5. Discussion of vote
6. Final small group vote

12:00 noon LUNCH

1:00 p.m. Presentation of Small Group Results Followed by Large Group Vote
2:00 p.m. Force-Field (FF) Analysis of (3 to 6) Major Concerns—Ann Patterson
3:00 p.m. Reports of Force-Field Analysis
4:00 p.m. Meeting Summary
4:30 p.m. Adjourn

[Materials sent in advance of meetings and group leadership identified to facilitate tight schedule.]

The County Extension committee said that the plan was too ambitious. The Extension agents, with their district supervisor, Mary, suggested that this was a once-in-a-decade analysis, and all of these efforts were needed for a complete analysis. They said it would pay off in the long run by creating higher priority programs that are well-supported and understood by the publics. Despite some initial reluctance by several of the committee members, the plan was approved. The committee chairperson was enthusiastic about the plan. After discussion, the entire committee eventually became supportive of the plan.

Phase 10: Collect and Summarize the Data

Data? Information? Statistics? Measurements? What are they? What role do they play in situational analysis? As already stated, one existing, false myth is that situational analysis equals measurement or data collection. It is useful at this point, therefore, to digress and provide more specific definitions and understanding of these concepts.

Data are abstractions. They are purposeless facts and figures (narrative or numerical), or empirical observations assumed to be real, and are not usually open to argument. *Measurement* is the process of collecting data. When people measure, they determine the quality and quantity of certain constructs and variables in accordance with rules, definitions, and scales.

Data become *evidence* when related to the situational focus, purpose, key questions, specific criteria, and, eventually, specific decisions. Thus, all data or facts are not necessarily evidence, but many existing data collected for other purposes are potential evidence, if Extension educators search and obtain data that fit the purposes of the analysis.

Empirical evidence (data for current purposes) is thus the medium of proof, when used logically, relative to specified values and criteria. By design, measurements that result in data are only samples of assessed and recorded situations. Regardless of type, quality, or source, data do not tell the whole story or context. Even surveys and questionnaires that are constructed to measure specific, purposeful variables, intentionally omit much of the program situation. The total picture and the real-life relationships are left out of data measurements and collections. For instance, knowing the number of persons in a family does not completely describe a family, nor would knowing how many children are in the family complete the picture. Of course, analyzers can collect more data to fill in these gaps. The more data gathered to complete the picture, the closer one gets to the real situation, which negates the efficiency of taking measurements to represent the situation. The question, then, is one of satisficing (Simon, 1957). How large does the sampling of the situation need to be to allow practical measurements and avoid pointless measurements?

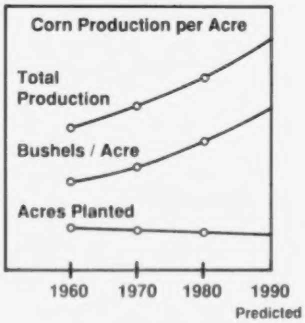
Although perhaps obvious, Phase 10 consists of using the decisions, materials, and plans prepared in Phases 1 through 9. Phase 10 is a critical step that needs to be stated explicitly, because, if decisions and plans resulting from Phases 1 through 9 are not implemented or used, the previous work has no practical implications. Also important are the ways ongoing observations and existing data are treated. Without relating all statistics, materials, reports, and other documents to their purposes, questions, and criteria, analyzers will not find them useful.

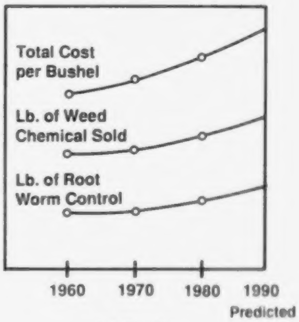
Once the data, in whatever form and from various sources, are collected, several subtasks convert them into evidence; i.e., relate them to the purpose of the analysis. Collected data need to be coded, summarized, statistically analyzed, and portrayed in ways that others will understand better, relative to the key analytical questions. *Coding* is taking the data and answers from the survey forms, many of which are seemingly unrelated numbers and words, and converting them into numbers that can be categorized and counted.

Summarizing is summing the different answers to each question in the survey questionnaire, the attitudes, and other observations. Summarizing is done by hand or computer. Hand calculators can be used to summarize much data. Statistical *data analysis* is breaking the answers obtained into parts or categories, according to the questions posed. Data analysis, using varying degrees of sophistication, will prepare the data for Phase 11. When the data are collected, organized, and totaled according to the different questions and criteria, Phase 10 is completed.

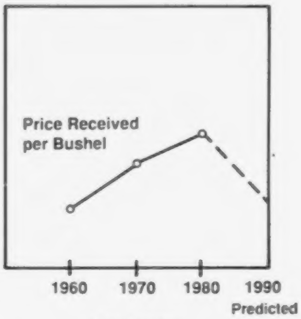
Adams County

The Adams County staff collected existing data on certain questions, with the advice and assistance of Extension subject-matter specialists. These data were from the state departments of agriculture, natural resources, health, transportation, and small business development. Some data also were collected from college and university departments of livestock, crops, economics, soils, forestry, engineering, and sociology. Federal and state agencies, such as U.S. Geological Survey, Agricultural Stabilization and Conservation Service, the Soil Conservation Service, and Farm Home Administration provided additional data on resources, practices, and farmer participation. Other data were collected via planned surveys and meetings. University visual aids specialists helped the agents prepare overhead transparencies and printed handout materials, in which the existing data on livestock and crops production were graphically displayed as follows:

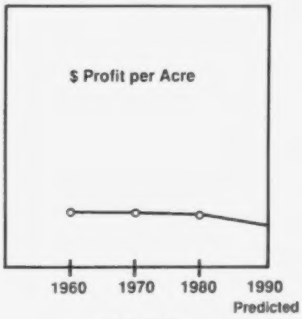




1st Overlay



2nd Overlay



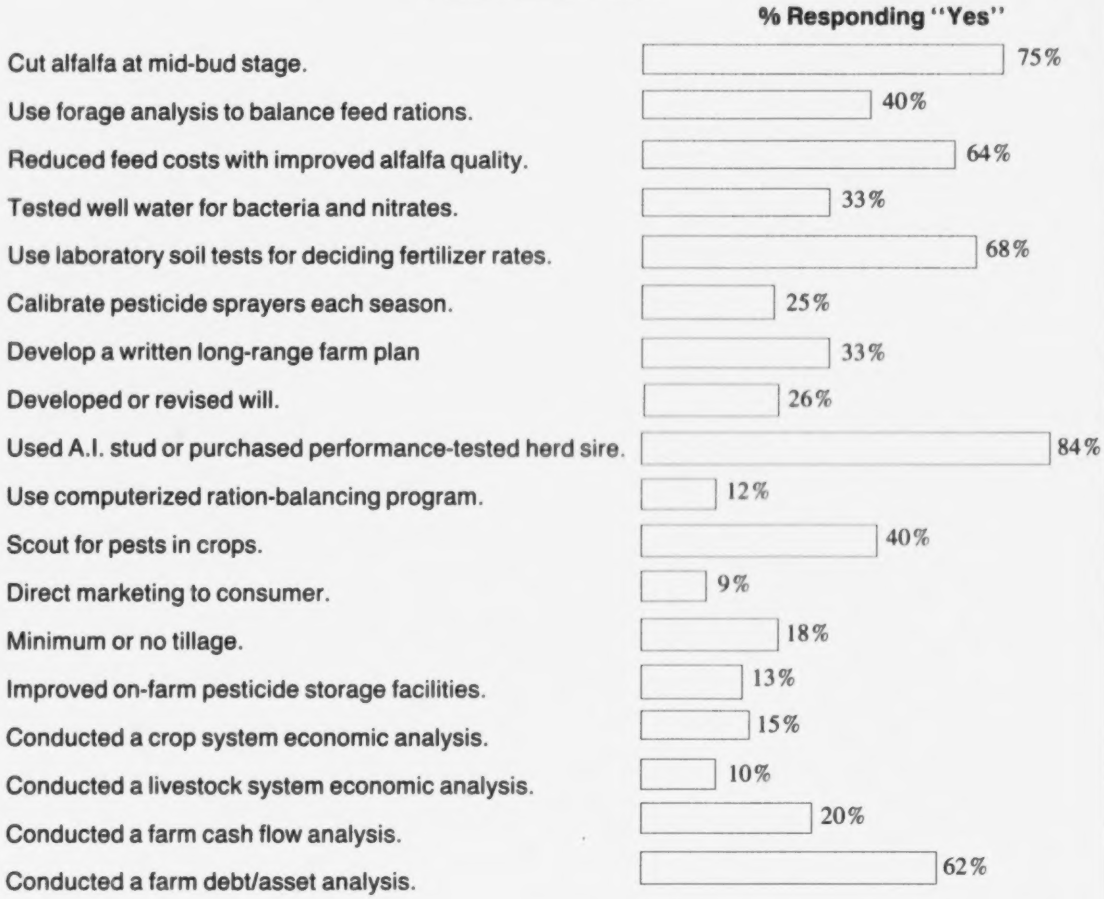
3rd Overlay

The line graphs used existing corn production, sales, and price data from the state Department of Agriculture, sales data on agricultural supplies from local dealers, and records of local farmers who were enrolled in farm management programs. The agents prepared similar graphics on other crops and livestock. They also prepared transparencies of maps of soil conservation practices and critical natural resources, such as the ponds, marshes, creeks, and rivers, underground aquifers, and water wells drilled and contaminated with nitrates and coliforms. These latter data were obtained from the state Department of Natural Resources district office, the state Health Department, the Soil Conservation office, and U.S. Geological Survey.

Tony also summarized the results of the farmers' perceived needs and practices survey. Of the 300 farmers in the sample, 198 responded. Tony prepared bar graph overhead transparencies, as follows, as well as put them in a printed handout for use at the five community meetings.

continued

Question F
Farm Practices Used



The printed handouts and overhead transparencies were used at the five community meetings. The attendance, made up of leaders, farmers, agribusinesses, and other citizens, was Mason, 63; Fitchburg, 49; Stoney Creek, 36; Clearwater, 46; and Gold Hill, 26.

The nominal group technique results of the meetings were summarized and categorized. The top 20 priority problems/concerns were as follows:

Adams County:Top 20 Priority Problems/Concerns

Rank	Problem	Total points
1	Natural resources protection; i.e., groundwater, rivers, solid waste	56
2	Reducing dependency on public support systems	52
3	Total agriculture economy, dairy, crops, forestry	39

continued

Rank	Problem	Total points
3	Lack of understanding of county's major involvement in agriculture	39
5	Maintenance of quality education, including staff, facilities, and program	37.
6	Assisting farmers in marketing and farm management to avoid overproduction	35
7	Deterioration of social norms, respect for authority and family	34
7	Elderly rights and opportunities, health, and housing	34
9	High property taxes	33
10	Waste management—animal, solid, human	29
10	Drug and alcohol abuse	29
12	Existing/new business development—job training/retraining unemployed	23
12	Support agriculture/livestock sector (technology, people, services) and the family farm	23
14	Establish priority of educational system offerings, according to qualitative and quantitative community needs	19
15	Better understanding of the need for industrial development	18
16	Sexual assault, including sexual abuse of children, treatment programs, and community education programs	17
17	Education on marketing of agricultural products	16
18	Inability to retain and attract our most talented people	15
18	Highway development access from all directions	15
20	Quality child care	14

Subunit 3: Concluding Phases

The six concluding phases of the situational analysis model deal with (1) comparing and interpreting evidence, (2) deciding on interpretation and conclusions, (3) reaction and reflection, (4) deciding on learner needs, (5) setting learner objectives, and (6) revising and preparing a written report.

Phase 11: Compare and Interpret Evidence

To review, data are abstractions. To give these abstractions meaning, abstract data must be related to criteria and the questions, or fit back into original context, or, more specifically and importantly, the context and situation being analyzed. The quantitative data must be related to and fit into the qualitative nature of the situation. This fitting back into real life can be done only by the persons who know something about the original situation, or the source of the data. That is why the abstract nature of data must be recognized and is so significant. The idea of abstractness of data is the key to interpreting and using data in situational analysis. The process must be reversed. The Extension educator has to take the existing data and other new information and mentally place them back into reality.

Given this nature, Phase 11 returns Extension educators to Phases 5 and 6. The four perspectives and the value orientations become critical at this point. The presumptions underlying Phases 7, 8, 9, and 10 are that questions are identified; data are collected; and people are involved according to the different perspectives and value orientations. At this point, the criteria (the desired state of affairs) that are derived from the values and perspectives, are necessary. Because numbers are useless in themselves (i.e., have no practical meanings), they must be attached to something else to take on utility or meaning. To make them meaningful, we mentally connect, relate, or compare them to criteria and questions established in earlier situational analysis phases. The analysis questions are the focus. Observations and findings are compared with the criteria, which are in the form of other similar objects or situations. These comparisons determine the differences or similarities between what has actually been found (data) and the criteria. Phase 11 is complete when the comparisons allow analyzers to interpret; i.e., determine the meaning or the implications of this evidence with relation to the established criteria.

For example, take the number 31. It means very little. Add the word degrees. Does 31 now have more meaning? What if the notions of Fahrenheit, cold, August 3, and Miami are added? Thirty-one degrees now means more. What if, however, the words Centigrade, December 15, warm, and Chicago are added? Would the interpretations and meanings be different? Of course. The context in which people place numbers and data is what gives them meaning. The foregoing example could be repeated infinitely. The more context with which people surround particular data, the more meaning those data have. Obviously, the more description and context people provide, the more cumbersome the description becomes. Again, this is one of the reasons for measurements—to document in an efficient way so that the actual situation can be communicated to others.

Whether using existing data or newly collected data, a few examples might illustrate the relationship between value-based criteria and the data comparison and interpretation process. If rural well-water testing shows that 12 percent of the wells tested are contaminated with nitrates or bacteria, or other PCBs (evidence), then a definite need exists, because, in this case, the desired state of affairs would be zero level of wells contaminated (criteria). Furthermore, if 12 percent contaminated wells is a 2 percent increase from the previous year, the trend is definitely in the wrong direction.

In comparing observations and evidence, Extension educators compare situations in Adams County, for instance, to situations in Rock County. If all conditions between the counties are similar except for crop production, then the analysis shows a possible problem area. Comparisons can be made on almost all variables or data suggested earlier.

Analyzers also can make comparisons for different purposes. They can compare to see if what is expected to be similar is, in fact, different. For example, analyzers might look at clientele who have been involved with them, regularly, in their programs to see if they differ from those persons who are new Extension clientele.

Existing data, or newly collected data, have meaning or relevance only when compared to the criteria that reflect experiential, understood, relevant, and desired values. The analyzer must be familiar with the reference point. If the criteria also are irrelevant, then the whole comparison is meaningless.

62

Adams County

Once the five community meetings were over, Betty, and especially Tony, felt their analysis was just beginning, and wondered what they had gotten themselves into. The data and information were beginning to bury them, and they wondered how to make sense of it all. Consulting with Ann, they found she had the same feeling when she first went through such analysis four years ago. She said they first needed to keep their focus in mind; i.e., what are the major agricultural problems that Extension and research can deal with. Second, when looking at the nominal groups technique data, they should ask how each of the four perspectives would look at the data. Third, they should look at the data from each of the value orientations.

As Betty and Tony proceeded to look at the data, they saw that certain data seemed to give conflicting answers and lead to different conclusions. Ann said, "Well, now you understand why our values are so crucial in this process."

The findings on farm water wells (33 percent of farmers said they had tested their wells) particularly disturbed them. In one neighborhood, 14 percent of the tested wells had nitrates at critical levels (over 110 parts per million). Five years ago, 6 percent had critical levels. However, 10 years, ago, the first survey year, zero percent had critical levels. Yet, no farmers reported problems related to water quality. Only two farmers in Hardwick township said water quality was a problem. No sicknesses were apparent or reported. Instead, 56 percent of those farmers wanted farm management help. However, the community meetings showed that natural resources, particularly water, was the number one concern of Adams County residents.

Therefore, Betty and Tony had a dilemma. If they looked at the well-water quality data strictly from an economic perspective, the data showed no apparent problems; i.e., poor water quality did not seem to have caused loss of income, jobs, or livestock. However, when considering potential health problems due to the sharp increase in contamination, the data showed a serious problem. Environmentally, the sharp increases in well contamination also showed that a serious problem existed. Here was a case of whether the agents valued health highly enough (a question for which no quantifiable answer is possible) to place the trend of decreasing water quality over the apparent readiness for more farm management help (a definite need, if only economic values were considered). It was in the comparison and interpretation in this experience that Betty and Tony reached the conclusion that their values and those of others were as or more critical to analysis conclusions than the actual data on existing conditions.

When they considered survey data and all meetings, most people saw water quality as a need. The force-field analysis of the six top priority problems resulted in people identifying valid reasons for those problems. Many identified negative and positive forces for poor water quality, dependence on public support, lower-quality education, low agricultural economic quality, determination of social norms, and farm management problems. These were forces that people could recognize. Most interestingly, they saw many of the problems as within their control, and ones they possibly could deal with. For instance, soil erosion, high commercial nitrogen use, and poor well location relative to animal waste storage were causes of water contamination that could be solved through education and further understanding.

Phase 12: Decide on Interpretations and Conclusions

Full application of the situational analysis model requires decisions about program goals and objectives, and about action plans to attain those goals and objectives. Furthermore, the analysis of observations, data, perceptions, and measurements logically leads to priority ranking of certain goals and objectives. Thus, the decisionmaking process in this model is a priority-setting process. It should result in a list of high-priority, realistic goals or objectives that are based on explicit criteria, valid data, logical reasoning, and judgments that are understood and supported by Extension's publics. [See Forest and Mulcahey (1976) for elaboration on priority-setting in Extension.]

Most decisionmaking and problem-solving models list a series of steps. In the following decisionmaking process, Stufflebeam et al. (1971), state what has to happen if program decisions are to be made:

Step 1. Identify the nature of the situation or problem.

Step 2. Identify alternatives, collect data, and consult resources.

Step 3. Identify decision rules, values, or standards for interpretation.

Step 4. Analyze and interpret the data.

Step 5. Make decisions and choices.

These five steps outline what needs to be achieved in decisionmaking. However, just as with the overall situational analysis model, experience and research show that they are not necessarily linear or in step-wise order. For instance, step 1 (the nature of the situation) will become more focused and apparent as steps 2, 3, and 4 are applied. Regarding step 2 (clarifying values and collecting relevant data), alternatives will surface as step 3 is implemented. Step 3 (the seven value orientations of the situational analysis model), if used from the beginning of the process, can serve as the base for deriving more specific decision rules and standards for analyzing and interpreting data, even as early as step 1.

Borman (1969) reported empirical studies that show small group analyses and decisionmaking are not linear, rational, logical, and sequential processes. As Extension educators work with groups, organizations, communities, and collections of people, the social and emotional tones exemplified by varying value orientations and personality styles come into play. Decisions emerge cyclically in small, task-oriented groups. Group members approach a problem several times, much as they might peel an onion, layer by layer, to get beyond the superficial layers and to the center of the problem. Just as with peeling an onion, group participants might become uncomfortable, retreat, and return to the problem again. In group situations, decisions sometimes emerge by pressure, by accident, or because of interpersonal and role struggles.

Regardless of the order in which decisionmaking steps are addressed, consequential choices, or decisions about goals and objectives, must be based on systematic situational analysis. [*Note:* See **Module 2: The Extension Education Process** for an extended discussion of the fit or location of how situational analysis leads to setting objectives within the total program development process.] These phases will occur in many ways during situational analysis, as Extension educators involve and work with their publics. The degree of formality or informality and the order of performing these steps will vary considerably.

Understanding the concepts about group decisionmaking helps to reduce the impatience and frustration felt by intuitive and judging personality types who are likely to desire rational, linear, group decisionmaking. It does not happen. Very often, data will already be collected, and someone will recognize the need to define more sharply the situation to be explored. Judgments might start to surface when a perceiver personality suddenly states that some important data have been missed, or that more information is needed. Judgers and feelers might be identifying values when a perceiver recognizes a need to reclarify the focal problem. However, just as decisionmaking is not totally rational, neither is it completely chaotic. The five steps inevitably will be addressed as groups decide on Extension program goals in some form, level of consciousness, or order.

One other aspect of group decisionmaking must be understood. Simon (1957) refers to ''satisficing'' rather than maximizing or optimizing human and social decisionmaking processes. Because decisionmaking uses resources and time and prevents other tasks from being done, instead of searching for the perfect answer, decisionmakers should search for the answer that best answers the question, given all the practical considerations.

In his discussion of research principles, Kaplan (1964) makes essentially the same point. Any analysis study can go beyond its original purposes in the name of validity and reliability. He calls this ''pointless precision.'' This pointless precision occurs, for instance, when the Extension educator carries out a fully detailed case analysis of individual farms, when existing data, such as the number of auctions, foreclosures, and bankruptcies, would have ''satisficed'' his data needs. On the other hand, this precision would be appropriate and practical, if the educator were working with a farmer on specific concerns. Know the purpose and focus of analysis to avoid overkill.

These observations again imply that Extension educators cannot collect or analyze all possible data. Extension educators must decide, act, and carry out programs; they cannot stop the world while an impossibly complete situational analysis is conducted. Situational analysts must inquire, measure, analyze, and interpret only up to the point at which reasonable program decisions can be made. They should not continue on and on, endlessly.

Extension educators should conduct, inquire, observe, compare, analyze, and interpret within their available time and other responsibilities. Then, they should get on with other business.

Peters and Waterman (1982), who studied large successful companies, state that successful organizations do not have ''analyses leading to paralysis.'' The situational analysis model proposes a broad understanding of the total complexities and fluidity of the process in the

Adams County

Ann, Tony, and Betty faced many choices regarding which Adams County problems had the highest priority and which could benefit from Extension education programs. They continued to consider the answers to each survey question as best they could, relative to the seven values and the four perspectives. They found that economic concerns had the highest priority among state CES program leadership and specialists, clientele farmers, and the larger Adams County community. In fact, Betty and Tony, themselves, valued economic concerns, yet, they also personally valued environmental and health concerns. Given the values, criteria, and data, their interpretations and conclusions on high-priority Extension programs for the next 5-year to 10-year period were the following:

1. *Farm family financial management.* Perceived as high priority by the Extension organization and by the communities and the farmers surveyed.

continued

There appeared to be a readiness and motivation for this program and indications that impact would be likely. Programs in this area would satisfice economic, social, psychological, educational, and political values.

2. *Soil conservation.* This program was supported by the environmental, economic, political, social, and health values. People in the five communities expressed much support for programs to protect natural resources. They were concerned with soil and water quality. It appeared that readiness for this priority would depend on it being tied to natural resource protection.
3. *Well-water quality.* This program, although not necessarily of immediate economic concern, had long-term implications for the future economy of Adams County. The support for natural resource protection at the five community meetings again supported well-water quality as a priority. The environmental and social value (but particularly the health value) orientations provided logical argument for this conclusion.
4. *Farm stress.* Farm stress is connected to the farm family financial management priority. It was logically supported, particularly by the psychological and health values. A natural readiness for a farm stress program existed, if it were tied into the farm financial management programs.

belief that such understanding will lead to a much more adaptive, analytical process.

Phase 13: React and Reflect

At this point, the analysis leader(s) should take the initiative to develop conclusions and analyses of findings, data, and observations, and to write them on paper to share with the larger group. The chances of obtaining input and including reactions and positive criticisms are increased by this approach. Reactions from others are weighed and reflected, and lead to changes in the conclusions originally stated. This approach of act-react-adapt is an effective way of continuing to involve one's publics in the analysis. It definitely happens in the suggested advocacy analysis approach.

A second general experience can result from the act-react-adapt approach, if an analyzer writes up a report and leaves it alone for a period of time. He or she usually can come back to it as a more neutral or objective analyzer; discover the errors in the conclusions; and develop other, more appropriate, statements. Thus, even if a person does not involve others in the analysis, it still pays to write down decisions and conclusions; allow time for the analyses and conclusions to go cold; and, ultimately, reflect on them again. The quality of the analysis will almost inevitably improve. Following are some specific ways to increase the reaction and reflection in Phase 13:

1. Prepare the report in succinct, concise, executive form and send it to a panel of experts. Experts could represent each of the seven value areas and could be from each of the four perspectives. Ask these experts such questions as (a) Are the results accurate? (b) Are the results consistent with analyses of other situations? (c) Does their perspective or orientation suggest other conclusions? and, (d) Have the right assumptions and criteria been used to interpret the evidence?

2. In list form, write down the conclusions and hand them out at a public meeting to obtain public reactions. Invite the participants to note their suggestions or reactions on a card to be handed in. Upon receiving the different anonymous critiques, present them for group discussion in an anonymous way, if people are reluctant to criticize publicly or openly and make suggestions. Another version of this approach is again to hand out the list of major conclusions and recommendations at a public meeting, then break up the group into small buzz groups. Ask each of the buzz groups to come up with a list of five recommendations or changes to the suggested list of conclusions.

3. Prepare the analysis; list the key conclusions; and put the whole thing in the "in" basket for a minimum of four weeks. Mark the calendar as to the day it should be picked up and looked at again. The likelihood of other experiences creating new observations and new insights, in the meantime, will be dramatically increased, even if you do not ask others to look at the conclusions of the analysis. Incorporate the conclusions and analysis into news releases for both radio and newspapers. State the conclusions and invite the public to write back, or to stop by the Extension office to discuss them.

4. Develop the basic set of recommendations and circulate them one week in advance of a retreat by the key leadership of the analysis. This move obviously would not be appropriate if an individual were doing the analysis. However, it still would be appropriate if the total county staff, along with key members of the Extension committee, were involved in planning and designing the key questions. The retreat would allow the group to get away from telephones and other agendas and to deal with just the key recommendations and what further steps need to be taken.

Adams County

Once having decided their list of top priorities for future programs in Adams County and the reasons in support of their priority list (values and perspectives), Ann, Tony, and Betty shared their analysis with others in several ways. They published the top 20 priorities in their regular newspaper columns featured in the *Adams County Examiner,* and in feature articles to the six local newspapers in Adams County, along with pictures of the meetings and an explanation of how they arrived at the list. The same news releases were sent to radio stations and TV outlets that cover Adams County. They sent a brief, three-page report to the survey respondents, the participants at the five community meetings, the county board members, County Extension committee members, and the Extension specialists at the state level who helped them plan the project. These specialists were important, because they would be key resource people in providing the top priority programs for Adams County.

Included in the brief summary news releases and pamphlets were (1) the conclusions reached on top priorities; (2) support data for the conclusions; (3) the reasons for the conclusions; (4) the values underlying each priority; (5) the perspectives that supported the priority; and (6) the criteria, based on the values that support the conclusions.

In the news releases and in the cover letters to the pamphlets, the agents asked people to reflect on the priorities and to react within two weeks on whether or not they agreed with them. The reactions that came back basically supported the conclusions reached by the agents. However, the general reaction was that the farm economy and the problems faced by

continued

farmers and the businesses they worked with were of even higher priority, and needed specific, intensive programs. After further thought, Tony and Betty agreed that their first priority would be farm and family financial management programs, but the water quality would have to be a long-term program, if farming were to continue to remain a key part of Adams County.

Phase 14: Decide on Learner Needs

After the major problems have been determined for a community or for a target clientele group, the situational analysis is not complete until the Extension educator determines what clientele need to learn to solve or reduce the identified problems. To solve any problem, the target clientele or specific target groups within a community have to learn or understand new ideas and modify their attitudes and values. This second stage of needs analysis is necessary to further development of the program plan.

Learner needs analysis can be performed in a number of ways. The following are some specific suggestions for Extension educators on how to follow up and determine more specifically what learners know now and where they are relative to desired levels of learning:

1. Keep track of the level of questions and understanding of those clientele who call upon them for assistance. The level of understanding expressed in clients' questions invariably indicates levels of knowledge, attitudes, and skills. By keeping a systematic log of these information requests, Extension educators will have an excellent set of data to review later.

2. Prepare a checklist of important ideas in the major problem area, determined earlier. For example, in the area of water quality, you might come up with the following list of concepts: (a) aquifers, (b) manure storage effects on ground and surface water, (c) livestock watering practices, (d) household water uses, (e) effect of water on wildlife, (f) effect of water on livestock, (g) current chemical contaminants of water, (h) nitrates and bacteria, (i) existing well-testing results, (j) geological formations, (k) oxidation of lakes, (l) siltation of lakes and streams, and (m) amount of soil loss in categories 2 and 3 soils. Having constructed the list, Extension educators can ask people which of these topics they would like more information about. The desire for information indicates a need to understand more.

3. Prepare a list of current practices being used by the target clientele group and have them check off which practices they are currently using. In the area of water quality, the list might include such items as (a) have tested wells, (b) proper manure storage, (c) proper disposal of pesticide containers, (d) proper applications of nitrogen on fields, (e) proper pasturing of animals near surface waters, and (f) proper installations of septic systems. Have potential clientele indicate which practices they are or are not using, or use the checklist as a guide to observations when visiting farms.

4. Have clientele look at the list of ideas and indicate, on a scale, the degree to which they believe they currently understand those areas. The scale can range from knowing very little about an item to complete, practical knowledge of it. Although clientele might not know exactly what they need or could learn, how adequate they believe they usually are is very close to what the Extension educator needs to know.

5. Use well-constructed and sophisticated knowledge tests. These tests can be in the form of true-false, agree-disagree, multiple choice, or essay questions. It is very likely, however, that learner groups will rebel or reject these types of formal assessments.

6. When groups gather for a program, discuss any of the aforementioned lists during the first one-half hour of the program. Have people indicate what they believe they know; what they are doing or practicing; and their current attitudes. Generally, this request can result in an excellent determination of their current knowledge levels, thus allowing the Extension educator to build the remainder of the meeting or program on the earlier discussion. The discussion obviously will be more stimulating and motivating, and will help the Extension educator build the program to fit people's needs.

7. Organize the group at arranged meetings into buzz groups to discuss key issues, major concerns, and problem areas. People can be given a case setting or scenario in which there is a problem (perhaps even using data collected in Phase 10?). Discuss the problem. People can be asked to present a group answer about how they believe the problem should or could be resolved. The group reports can and will illustrate people's knowledge and understanding levels of the current research available and exactly where they are in understanding the overall problem or specific parts of it.

Regardless of the particular approach used to determine learner needs, Extension educators should remember that the analysis is not complete until they find out what people need to learn. These needs differ from the broader, more general problems and needs identified up to this point.

Adams County

Extension agents Betty and Tony determined what farmers needed to learn on each of the top priorities by again reviewing the survey data and the comments received at the community meetings. For instance, the survey data from farmers showed:

Farmer Survey
Question F: Farm Practices Used

Use forage analysis to balance feed rations.	40%
Tested well water for bacteria and nitrates.	33%
Use laboratory soil tests for deciding fertilizer rates.	68%
Develop written, long-range farm plan.	33%
Developed or revised will.	26%
Use computerized ration-balancing program.	12%
Improved on-farm pesticide storage facilities.	13%
Conducted a crop system economic analysis.	15%
Conducted a livestock system economic analysis.	10%
Conducted a farm cash flow analysis.	20%
Conducted a farm debt/asset analysis	62%

continued

These data showed the agents what farmers had recently done or were currently doing. The data served as a bench mark for planning programs. They also were good indicators of what farmers likely knew at this point, and what types of farm management problems they needed to understand better. The data also illustrated a level of awareness or attitude and whether or not the farmers were ready for the program.

Phase 15: Set Learner Objectives

Once learner needs are determined, the next step is to state the objectives. Forest et al. (1986, p. 26) define objectives as follows:

> *Objective(s) state the intended changes in individuals, client groups, or communities* as a result of Extension programs. They are *not* lists of activities, methods, events, media, number of participants or enrollments, or Extension in-house preparation. All . . . [the latter] are *ways* to achieve objectives. Clear and specific objectives:
>
> 1. Are derived directly from the problems and gaps documented in the . . . [situational analysis];
>
> 2. Communicate, and thus build cooperation and teamwork;
>
> 3. Guide selection of methods and experiences to resolve problems;
>
> 4. Indicate what can be measured to determine program results or outcomes; [and]
>
> 5. Are consistent with estimated results or impacts identified in the major program plan[s].

Objectives that are based on effective situational analysis will be realistic and achievable. Nonetheless, Extension educators might want to list all possible learning objectives, given the assessment of learning needs, and then determine which ones to give priority. Those most central to solving the high-priority problem need attention first.

Also, be sure to include, in the objectives, content that can be measured. As discussed under "Assessing Learning Needs," the learning objectives will be in terms of knowledge to be learned, practices or skills to be adopted, attitudes to be changed, or end results to be achieved by the target clientele. The following is a good checklist for whether or not people's objectives will be useful for their program planning: (Forest et al., 1986, p. 42):

> 1. Relate directly to need/problem/opportunity summarized in . . . [the situational statement].
>
> 2. Fit the broader priorities and goals of Extension and the community.
>
> 3. Identify what specific clientele will accomplish or improve.
>
> 4. Specify desired levels of clientele knowledge or practice.
>
> 5. Reflect realistic expectations for clientele, given time and resources available.
>
> 6. Describe the expected program results on targeted clientele in measurable terms.
>
> 7. Provide directions for type, design, and sequence of learning experiences needed in . . . [the major program plan]. . . .
>
> 8. Communicate clearly to others.

Adams County

Based on their conclusions of high priorities, problems, and concerns, Tony and Betty developed two levels of intended outcomes for their programs. First, they developed and wrote the general outcomes in the form of goals:

1. To increase participating farm family profits by 20 percent through farm financial management educational programs.
2. To reduce stress among Adams County farm families.
3. To increase the practice of farm household budgeting and record keeping by 30 percent by the year 2000.
4. To increase the number of farm families with long-range financial plans by 30 percent.
5. To reduce the number of nitrate and coliform-polluted farm wells by 50 percent by the year 2000.

Once they were clear in their own minds what general outcomes they desired, the Extension agents identified and wrote more specific outcomes that, if achieved, would aid in achieving the more general outcomes. These more specific outcomes were learning objectives. The learning objectives specified what the learners were expected to learn; i.e., what behaviors learner clients were expected to change by participating in the programs. Included in the learning objectives were specific impact indicators. *Impact indicators* are those specific behaviors that can be measured to reflect whether or not the farmers changed their behaviors due to the educational programs.

The learning objectives were set up as follows:

1. To increase the knowledge of farm business debt/asset analysis by participating farm families.
2. To increase the knowledge of long-range financial goal and action planning.
3. To increase the knowledge of estate-planning practices such as wills, insurance, and investments.
4. To increase the knowledge of groundwater quality.
5. To increase the knowledge of causes of well water, creek, and lake pollution.

Phase 16: Revise and Prepare Written Report

Certainly, good situational analysis results in major program plans, four-year plans of work, and many high-priority Extension programs. The plans of work and annual planning statements are, therefore, what communicate analysis results. However, there are good reasons to suggest that a person consider other means of communicating the analysis results to others. A good, brief summary of the situational analysis results, in booklet form, is a good idea. A 6- to 10-page booklet, in which the steps of the process, the reasoning, the data used, the observations, and the basis for final conclusions and decisions are briefly stated, will enhance public support of Extension. This booklet can be shared with everyone involved in the situational analysis. A list of 10 or 20 key findings and conclusions (that will be the basis for future Extension programs) will go a long way toward building public support for Extension programs. Following are a number of more specific ways to communicate the analysis results:

Consider who the decisionmakers and stakeholders are: (1) County Extension committee; (2) county board; (3) university and Extension administrators; (4) key members of county support groups; (5) statewide advisory councils; (6) Extension educators who can provide support; (7) all Extension educators who are responsible for the major specific programs; (8) Extension district directors; (9) other agencies and governmental departments (10) key clientele; (11) funders, both private and public; and the (12) general public. All of these are potential users of an Extension educator's situational analysis results. They are the audiences the educator needs to consider when putting the report together.

Decide what these stakeholders wish to know and why. Are these people motivated by economics? Are they stimulated by concerns for the environment? Are they oriented to health concerns? Are they concerned about the general welfare of all groups in society? Are they politically motivated? Are they concerned about the educational systems of the community? Are they concerned about the individual freedom and self-direction of people in the community?

As can be seen, once again we are back to value orientations. Each of these values suggests reasons or underlying motivations about why different people are interested in situational analysis results. It is important to know these reasons. Previous community studies have shown that community leaders and clientele groups vary as to how important they think each of these different areas is.

Extension educators should know their stakeholders before putting a report together. As Extension educators consider the stakeholders and what they wish to know, they should consider the following principles in putting together their reports:

- The reports are issue or problem-centered, and focus on important community problems.
- They are simple, brief, and get to the point quickly.
- They are short and easily read within a few minutes.
- The reports are multisensory. They use the printed, oral, and visual senses as much as possible.
- They are direct. The reports do not allude to problems. In fact, they specifically and explicitly state what the conclusions are and where the next steps are, based on the analysis.
- The reports are descriptive. They present an actual and factual basis of what the situation is.
- The reports are graphically prepared and illustrated. People are more easily able to understand pictures, graphs, and diagrams than large charts of data.

72

- The reports are action-oriented. Future steps are stated.
- The reports are related to the targeted readers' roles and responsibilities. An appeal is made to their responsibilities and how, given their roles, they can involve themselves more actively in Extension programs.

Putting reports together that are targeted toward specific readers and based on their values and motivations will build support among Extension's publics.

Adams County

The Adams County Extension staff had to develop their four-year plan of work, which included the major programs related to agriculture that they would emphasize. They also had to develop annual plans of action for each major program. However, these were internal, Extension organizational tools. What was needed, in addition, were other, more publicly useful media. They selected and prepared the following:

1. About 2,000 copies of a short bulletin on the situational analysis process and results. They called it *Adams County Tomorrow:* This bulletin was:
   - Eight pages short;
   - Multicolored;
   - Illustrated with bar and pie graphs and photographs of farms, creeks, lakes, and wells;
   - Emphasized goals, next steps, and actions, not the process or data; and
   - Had follow-up actions for readers of the bulletin.

The bulletin was mailed to survey respondents, the County Extension committee, meeting attendees, and clients.

2. A series of five-minute radio broadcasts to be given over a two-month period.
3. Newspaper feature articles about water and farm needs, with photographs of leaders, clientele, and people.

Unit III. Reflections on the Situational Analysis Model

The 16 phases and the accompanying Adams County case study were designed to give a deeper understanding of concepts to consider in doing practical situational analyses. Several other general ideas and approaches might put the entire process into sharper focus. Extension educators are urged to consider the following recommendations.

Recommendation 1. Study, know, and understand the total model, its phases, and the relationships among the phases. A "Catch-22" exists in that a person has to know knowledge to be able to apply knowledge. But, for some knowledge types, experience is how the person can best come to know the knowledge.

People will understand the model better by practicing or experiencing it. Extension educators will come to know and understand the model in varying degrees, depending on their learning styles. Therefore, no single, correct way exists to learn or implement this situational analysis model.

Recommendation 2. Consider, know, and reflect on the 16 phases of the model and their key concepts. A full understanding of the four perspectives—society and community, the Extension organization, the clientele, and professional self-perspective—and their purposes in analysis is important. To use any conceptual framework requires knowing its importance and its purpose. The seven value orientations—economic, education, environmental, health, political, psychological, and social—are a basis for setting criteria that, in turn, become a basis for interpretation and meaning. Thus, knowing the nature of values and their central role in people's behavior, perceptions, interactions, and logical deduction and thinking are important.

Recommendation 3. Strive to deal logically with abstract ideas within situations, regardless of personality type. Increased Extension accountability requires documentation and reasons for program decisions. Extension educators should be able to proceed deductively from a basic value, assumption, or perspective, to a second premise, such as an observation or fact, and then to reach logical, deductive conclusions about problems or program goals.

The meaning and interpretations of facts, details, data, and observations can come only through relating them to other reference points, such as the values from the four perspectives, or various and specific publics and their views and value orientations. Data and observations will remain abstract artifacts and meaningless numbers or observations, unless they are related in some way to experientially anchored values or criteria. Reasoning and logic, therefore, are crucial to applying this model.

Recommendation 4. Know the various planning documents, laws, and traditions of the Extension institution itself. The long-range planning statements and national, state, and county priority goals provide a basic knowledge and understanding of situational analysis.

Recommendation 5. Extension educators need to clarify and understand their own value orientations and priorities among the seven values. They must know whether or not education is more important to them than health concerns, if such a choice has to be made. They must know, in their own minds, whether or not economics is the basic underlying reason to the health, environment, or the political well-being of communities.

Certainly, exceptions will be made in any new, uncertain, and nonroutine situation. However, Extension educators cannot deal with these exceptions if they are not, first of all, clear in their minds about their own value systems and priorities. Instantaneous judgments can be made more easily, consistently, and credibly if people have clear pictures of their own basic values and goals.

Recommendation 6. Extension educators should know their personality styles. They should know clearly whether they tend to think rationally or emotionally. They also should strive to know whether they use intuition or facts to interpret what they are observing. They must know whether or not they tend to involve others easily in their activities. Finally, they must know whether they are judging and decision-oriented people or perceptive and adaptive people.

Recommendation 7. Extension educators should know what it means to involve someone else fully in their situational analysis activities. Having people attend meetings is not necessarily the same as having them fully and psychologically involved, committed, and supportive of the program.

Recommendation 8. Extension educators should know which techniques fit the publics' preferences, and which ones do not.

To summarize, in the many situations that an Extension educator experiences, the situational analysis model will have to be adapted to the particular situation. The foregoing eight recommendations mean an Extension educator will not necessarily use this model in the sequential order suggested, or apply it totally in all situations. When a farmer, youth leader, government official, or Homemaker Club member comes into the County Extension office and lays out his or her immediate personal situation, the Extension educator must react instantaneously. How well he or she reacts to those immediate and small personal situations says as much for Extension's future credibility as it does for applying the total situational analysis model to long-range planning. Again, these suggestions imply that Extension educators must know the model and understand it, if they are to adapt it successfully to real situations.

Someone once said that intelligence is knowing something, and wisdom is knowing when and how to use it. Good luck in pursuit of that wisdom!

Selected Annotated Bibliography

General Program Development and Purpose

Boone, Edgar J. 1985. *Developing Programs in Adult Education.* Englewood Cliffs, N.J.: Prentice-Hall, Inc.

The book is a good background reference on the concepts of program development for Extension. It contains a good review of major writings on program development and adult education assumptions. Boone particularly gives an extensive treatment to planning and the corresponding tasks to be performed by Extension educators. Within this planning section are excellent discussions of linkage with Extension publics, needs assessment, analysis of publics and their social systems, and mapping of those publics and their social patterns. Mapping of such functional subpublics as political, economic, communications, educational, recreational, support services, social control, religion, and the environmental/physical is presented. Also discussed are leadership analysis, cultural analysis, and needs analysis, with the purposes being to establish effective adult or Extension education programs.

Boyle, Patrick G. 1981. *Planning Better Programs.* New York: McGraw-Hill Book Company, Inc.

In this book, Boyle integrates theory, analysis, and practice, while focusing on 15 concepts essential to program development, along with situational analysis. He discusses and illustrates: philosophy, change, role, needs, involvement, decisionmaking, support, priorities, instructional design, objectives, resources, program value, and communications. Boyle also discusses clientele analysis and community analysis as key parts to needs identification. One cannot help but benefit when reading the book for a broader understanding of the concepts underlying the purposes and use of situational analysis.

Forest, Laverne B., Connie McKenna, and Jane Donovan. 1986. *Connections: A "How-to" Handbook for Developing Extension Long-Range Plans and Major Programs.* Cooperative Extension Service, University of Wisconsin-Madison.

This practical handbook is written specifically for Extension professionals who are responsible for developing and writing major program plans. The easy-to-read book has examples, cartoons, and testimony. The authors encourage the reader, in early pages, to decide which of the four sections is a good place to start. In the "Plans and Programs: What and Why" section, terms are defined and the need for planning at national, state, and local levels is explained. In the section, "Developing a Long-Range Plan," six phases are described: (1) identifying a core planning team, (2) developing a plan for planning, (3) using existing information, (4) involving lay citizens, (5) determining high priorities, and (6) communicating and using decisions. The section, "Developing the Major Program," includes *situation description,* objectives, action plans, and evaluation. "Preparing the Major Program Plan Form" contains an actual example of a major program plan. Examples of situation statements, a criteria checklist of necessary information, work questions, and further references help orient the reader.

Houle, Cyril O. 1972. *The Design of Education.* San Francisco: Jossey-Bass, Publishers.

This is a theoretical adult education planning book. Houle presents 11 "situations" to which adult education programs need to respond. None of these situations are described in terms of needs, resources, and constraints. Rather, they are institutional settings.

The situations are: independent study, tutorial teaching, learning group, teacher-directed group instruction, committee-guided group learning, collaborative group education, creating educational groups, designing new institutional formats, designing new activities in established formats, collaborative institutional planning, and mass education. Although not entirely applicable to County Extension programs, enough ideas are here to make it a worthwhile study.

Johnson, Donald, Larry R. Miller, Lorna Miller, and Gene Summers (eds.). 1987. *Needs Assessment, Theory, and Methods.* Ames: Iowa State University Press.

The authors examine the political and social contexts of needs assessment, U.S. experiences, and international experiences. Covered in this are edited essays on underlying principles, such as democratic governance, strategies and approaches, models, intervention, political processes, mass communication roles, surveys, use of secondary data, action research, and application guidelines. This is a good, overall text on ideas for further understanding a key purpose of situational analysis and how to do it.

Tyler, Ralph W. 1950. *Basic Principles of Curriculum and Instruction.* Chicago, Ill.: University of Chicago Press. (Paperback).

The chapter, "What Purposes Should the School Seek?" contains many old but good ideas that are transferable to Extension. The basic idea in goal setting, according to Tyler, is to be clear about what clientele are going to be able to do, learn, and change, and to what extent there is to be successful impact. Tyler was one of the first to say educational needs and objectives come from society, subject matter, learners, philosophy, and educational psychology. To analyze the communities, he suggests the categories of health, family, recreation, vocations, religion, consumption, and civic. We would be wise to reread this book a few more times.

Preparation Phases

Apps, Jerold W. 1985. *Improving Practice in Continuing Education.* San Francisco: Jossey-Bass, Publishers.

This book is different—for Extension program situation analyzers. The context is easy to read, but it raises the big philosophical questions. It challenges. It makes you think about questions you had not thought about, or questions you had considered but did not want to think about. Apps presents a process for doing a critical analysis of one's practice, an analytical framework, and many good examples to show the implications of the analytical process. He suggests the learner, the subject matter, the goals, and the teaching methods should be determined. He also raises the "age-old" questions: "What should be taught?" "Who decides?" and "How is it decided?" Read this book for background. Do not wait to read it at the moment you are conducting your meetings.

***Extension in Transition: Bridging the Gap Between Vision and Reality.* 1987. Report of the Futures Task Force to the Extension Committee on Organization and Policy. Blacksburg: Cooperative Extension Service, Virginia Polytechnic Institute and State University.**

In 1987, ECOP appointed an 18-member task force to study Extension's future. The task force, chaired by Mitchell Geasler, interviewed 54 people at 5 different hearings across the nation. From testimony at these hearings, the task force came up with 32 recommendations on the following: mission and vision, issue-oriented programs, anticipatory planning for the future, interdisciplinary and multivalue programs, flexibility in staffing and funding, staff development, and program methods. The report is good background reading for understanding the Extension organization and community perspectives.

Hersey, Paul. 1984. *The Situational Leader*. New York: Warner Books, Inc.

Here is help for Extension staff on maximizing their potential as leaders and managers when involving others, i.e., their publics. Hersey provides a description of relationship behavior and task typologies, and suggests assessing situations to know what leadership is needed in what situation(s). Leadership effectiveness, depending as it does on knowing the environment and how the leaders and others interact with the environment, means once an assessment of willingness and ability is completed, a leader selects an appropriate style to fit. Diagnostic or analytical ability thus becomes paramount as a leader selects from (1) delegating, (2) participating, (3) selling, or (4) telling. Check this book out for more on an important part of understanding the effects of personality (yours and others) on program situational analysis.

Hogan, Craig, and David Champagne. 1985. *Personal Style Inventory and Training Guide: Organizational Design and Development*. Privately published. Bryn Mawr, Pennsylvania.

This guide contains an inventory that we are suggesting, if you have not used one. The guide is brief, simple, easy, valid, and reliable. The discussion in our situational analysis model might tend to repeat much of what the authors say. According to these authors, the purposes of knowing one's personality style are to understand differences; be more tolerant of differences; understand how differences create conflict; and discover ways of overcoming personal weaknesses and maximizing strengths. Those are exactly our reasons for including personality style as a key dimension in our situational analysis model. The Guide also provides more assistance to the leader/instructor of this situational analysis module on teaching others.

Jung, G.G. 1921. *Psychological Types*. Princeton, N.J.: Princeton University Press.

Perhaps here is more than the average reader wants. However, for those who want a much deeper understanding of the psychological types discussed by Myers, Briggs, Kiersey, Bates, Hogan, and others, here is ''the'' source for the origins, concepts, and rationale of the theory. This author discusses the problems of types in classical and medieval thought, in poetry, and in modern philosophy. Then, in a major chapter, Jung describes the types according to each of the general categories; i.e., the extraverted type and the introverted type. As indicated, the reader will not find practical application and implications for program planning, situational analysis, or objective setting, but the intellectually curious have a gold mine here.

Kiersey, David, and Marilyn Bates. 1984. *Please Understand Me: Character and Temperament Types*. Del Mar, Calif.: Prometheus Nemesis Book Company.

This is another of those books designed to help people understand and make consequential use of the Jung psychological types. The book contains a Temperament Sorter for self-assessment on the 4 personality continuums and 16 types. A portrait of each of the 16 types is in the Appendix. If the reader is interested in the temperaments and children, or mating, or leading, special chapters are available. Each of the 16 types has been given a ''name,'' and these would be of interest, although they could tend to stereotype too much. For instance, the INTJ is a scientist, the ENFP is a journalist, the ESTJ is the administrator, the ESTP is the promoter, and the INFJ, the author. But why not read it, and you decide?

Lawrence, Gordon. 1984. *People Types and Tiger Stripes: A Practical Guide to Learning Styles.* 2nd ed. Gainesville, Fla.: The Center for Applications of Psychological Types, Inc.

This small, easy-to-read book is the popular version of the Jung personality type theory. Gordon explains clearly the perceiving functions of sensing and intuition, the judgment functions of thinking and feeling, the extraversion and introversion orientations, and the judging and perceiving attitudes. He also goes into what differences each of the 16 resulting personality types have on instruction, planning, and relating to and involving others in groups and learning experiences. There is a mix of people tendencies; for instance, some tend to be practical harmonizers, while others are imaginative harmonizers; some are inquisitive analyzers, others are practical analyzers; some are people-oriented innovators, and others are logical innovators; and some are analytical managers of acts, and others are sympathetic managers of factors. All of these types and others make a difference in how one approaches a situational analysis task or how an Extension agent might effectively involve others in the situational analysis. Also, on the plus side are ideas and checklists on how to observe what types other people tend to be, so Extension professionals can become more skilled at knowing themselves and others, and adjusting accordingly.

Myers, Isabel, and Peter Myers. 1980. *Gifts Differing.* Palo Alto, Calif.: Consulting Psychologists Press.

This book is already in its eighth printing, which says something about its value. It is popular, readable, and can communicate the meaning of the Jung and Myers-Briggs Personality Styles. The authors explain, in easy-to-understand language, the reasons for personality differences. Then, more importantly, they discuss the effects of the 16 combinations of preferences on personality. Even more importantly, they discuss the practical implications of personality type on life. They discuss how opposites can benefit one another and how occupations are affected. The latter present such implications as: thinkers are more analytically oriented; extroverts like to have people around; feeling types tend to respond to people's values; sensing types are patient with details; intuitive types like solving new problems; judging types make decisions; and perceptive types adapt well to changing situations. All of these are characteristics of good situational analyzers, yet come from different types. Can we use all people in the process? That is certainly an implication.

Pirsig, Robert. 1974. *Zen and the Art of Motorcycle Maintenance.* New York: Bantam Books.

This is another classic. Preparing for situational analysis is a good excuse to read or reread it. It is Pirsig's story of how he searched for the true meaning of "quality." He found it to be a combination of science and art, or logic and imagination, or mechanics and aesthetics. Put into Extension terms, quality programs are, therefore, not what is technically possible or what visionaries dream about. Rather, quality is a combination, and all Extension professionals should search their values and philosophical beliefs about what priority values, needs, and goals to pursue in Extension. Most situations will be as meaningless as they were to Pirsig, until Extension professionals know their basic values and goals. Pirsig speaks to several dimensions of the situational analysis model, including values and personality effects.

Implementation Phases

Cole, Jacquelyn M., and Maurice F. Cole. 1983. *Advisory Councils: A Theoretical and Practical Guide for Program Planners.* Englewood Cliffs, N. J.: Prentice-Hall, Inc.

These Florida Extension people picked a hot topic on which to write in 1983. Almost anyone in Extension would agree that we need more effective ways of organizing and working with standing and ad hoc citizen committee groups to identify needs, resources, obstacles, and trends for programs. The authors discuss social systems, linkage, group growth, communication, and decisionmaking. Connecting council work to program decisions and objectives also is covered.

Creighton, James L. 1981. *The Public Involvement Manual.* Cambridge, Mass.: Abt Books.

In this manual, Creighton provides guidance in designing and conducting public involvement programs. Strategies to reach the relevant public, suggestions for structure of public meetings, workshops and media contacts, including advice for conflict management and an overview of other public involvement techniques are presented. The author presents examples of public involvement alternatives and issues to be considered, rather than specific prescriptions.

Delbecq, Andre L., Andrew H. Van de Ven, and David H. Gustafson. 1975. *Group Techniques for Program Planning: A Guide to Nominal Group and Delphi Processes.* Glenview, Ill.: Scott, Foresman and Company.

This is *the* book for a description concept and procedures for the now proven nominal group technique. The model has been successfully used in all Extension program areas and in many settings. It is difficult to resist providing all the details here, because of its success. But perhaps the six basic steps will be enough to intrigue you if you are not one of those fortunate to have used the technique: (1) silent generation of ideas, (2) round-robin recording, (3) discussion and clarification, (4) preliminary vote, (5) discussion, and (6) final vote.

How is that for a simple way to identify needs? You are right! The technique does have a few weaknesses, such as representativeness of community, documentation, and getting at the causes of problems. However, learn more about this technique and use it to complement others.

80

Dillman, Don A. 1978. *Mail and Telephone Surveys: The Total Design Method.* New York: John Wiley and Sons, Inc.

This book has become a standard against which other survey books are compared. When the author cites example after example of survey return rates of 75 percent or higher, how can one argue with success? Furthermore, the returns are valid and reliable. As the title implies, no one method will achieve high return, valid surveys by phone and mail; all factors and details have to work together. The author gives step-by-step details on how to use these many factors in putting together an approach, and the details of a mailed questionnaire or telephone interview. You also will like the specific discussion on wording problems, packaging, formating, mailing, graphics, pretesting, sampling, length, and other topics. It is our belief that a beginning knowledge of social surveys will be sufficient for you to benefit from this book.

***Extension in the '80s: A Perspective for the Future of the Cooperative Extension Service.* 1983. Joint USDA-NASULGC Committee on the Future of Cooperative Extension. Madison: Program Development and Evaluation, Cooperative Extension Service, University of Wisconsin-Madison.**

A blue ribbon committee, co-chaired by Daniel Aldrich and Raymond Lett, reported on major issues in 1983. They concluded Cooperative Extension's mission has been and still is education, in accordance with the Smith-Lever Act—to diffuse among people useful and practical information through demonstrations, publications, and instruction. The Committee identified significant changes that have occurred over the past decade, such as: family, specialization, computers, occupations, government roles, health care, land and water uses, foreign trade, media, knowledge base, and learning modes of the public. Based on their analysis, the committee recommended emphasis in the next decade on agriculture, natural resources, community and small business, home economics, 4-H, and international work. They said partnerships with all partners needed strengthening; that CES needed more creativity in its educational methods and stronger accountability. This report contains much more, and is worth reviewing before setting specific future priorities.

Forest, Laverne B., and Sheila Mulcahy. 1976. *First Things First: Priority Setting in Extension.* Madison: Division of Program and Staff Development, University of Wisconsin- Extension.

This light and entertaining training package on priority setting includes two audiotape/slide shows featuring Sir Will Intention from the Land of P (Program Planning, with people participation) counseling Harry, a County Extension Agricultural Agent, on sorting through problems. The first slide series defines priority setting, deciding on what goals and actions are *most important now,* and why Extension professionals have to practice it: (1) changing needs, (2) preventing crises, (3) building credibility, (4) making work easier, and (5) allocating resources.

The second slide series is focused on the six steps to more effective priority setting: (1) understanding the situations by knowing the differences between goals and actions, and knowing that situations have four sources of influence (community, Extension, clientele, and the agent self); (2) identifying and knowing alternatives; (3) identifying and knowing criteria for judging; (4) matching and comparing alternatives and criteria; (5) reflecting on priorities; and (6) commitment, communicating, and using decisions for more effective programs.

Hyman, Herbert H. 1972. *Secondary Analysis of Sample Surveys: Principles, Procedures, and Potentialities.* New York: John Wiley and Sons, Inc.

This book provides a comprehensive description of the methods and applications of secondary data analysis. Hyman's systematic review of secondary data practices is relevant to the sociologist, social psychologist, political scientist, both researcher and student, through providing lists of research designs, sources of data, and detailed case studies. The author emphasizes the rich sources of knowledge gained from 35 years of data gathering, which are now accessible to social scientists through specialized archives. An exhaustive bibliography and analytic table of contents offer easy reference.

Jackson, Kate, and Saralei Farner. 1976. *Community Needs and Resources Assessment Guidebook.* Washington, D.C.: National Center for Voluntary Action.

Based on a comparison among a number of different approaches to community needs and resource assessment (CNRA), the authors suggest that CNRAs may wish to consider: (1) having the community devise their own assessment model that is adapted to the needs and realities of their own community; (2) having as wide citizen participation and review as practicable (''involvement of citizens has direct bearing on the interest of the citizens''); (3) that to have data which ''makes sense,'' there should be both objective (quantitative) and subjective (qualitative) information about needs and services; and (4) that popular support, or ''citizen clout,'' for a survey effort comes from reputation, representation, and optimum sponsorship. The document also contains many excellent precautions to consider in the CNRA process, as well as a useful example of a topically comprehensive survey instrument and community resource inventory checklist.

Katz, Daniel, and Robert L. Kahn. 1966. *The Social Psychology of Organizations.* New York: John Wiley and Sons, Inc.

This book approaches "classic" status. It is an excellent reader on understanding an organization like Extension as a social institution, as well as other organizations and publics to whom Extension relates. Concepts, such as systems, power, authority, communication, leadership, policy, decisionmaking, and change, are discussed in the context of complex organizations. The development of organizations and how they can be effective should be interesting to Extension professionals. A key chapter, however, is the one in which an organization is explained as a set or system of interdependent and interacting roles, with role senders and role receivers. The dynamics, as explained, show why Extension agents sometimes are frustrated at receiving many conflicting role signals, and not being able to determine which is the correct role. The four-perspectives notion used in developing this situational analysis model is based on these basic, social psychological principles and role theory, making this book good background reading.

Katzer, Jeffrey, Kenneth Cook, and Wayne Crouch. 1982. *Evaluating Information: A Guide for Users of Social Science Research.* 2nd ed. Reading, Mass.: Addison-Wesley Publishing Company.

This is an interesting book, if you are particularly interested in evaluating and knowing the utility of other existing research, studies, data, and findings for your own situation. The authors discuss what "knowing" is in easy-to-understand ways. They discuss the nature of error in research findings and whether or not information is factually accurate. The most useful chapter is the one on what is useful in information. The authors discuss the generality of other data and being practical. In the latter part of the book, they also discuss how to evaluate other research against certain criteria. If you are thinking of using existing data, consider checking into this book.

Koberg, Don, and Jim Bagnall. 1974. *The Universal Traveler: A Guide to Creativity, Problem Solving, and the Process of Reaching Goals.* Los Altos, Calif.: William Kauffman, Inc.

Here is a *fun* book. The authors stress creativity, imagination, and flexibility on reaching one's destination: these are the unstructured parts of our situational analysis model. For instance, cultivate these five learnable *attributes of creative people:* freedom from pride, belief in one's ability, constructive discontent, wholeness, and ability to escape from habit. At the same time, develop your *logic,* which is: a basis, guide, structure, a priori, real, a basic scientific method, organizational, and is in flux. This book will help you expand your thinking on our situational analysis model.

Kotter, Philip. 1982. *Marketing for Non-Profit Organizations.* 2nd ed. Englewood Cliffs, N.J.: Prentice-Hall, Inc.

According to Kotter, marketing is the effective management by an organization of its exchange *relations* with its various markets and *publics.* A university operates in student, faculty, donor, public opinion, and support markets. Kotter discusses concepts, such as market segmentation, market positioning, marketing mix, channels of distribution, and logistical systems, as ways to organize the analysis for nonprofit groups like Extension. He also redefines terms, such as product, price, promotion, and distribution, so they are more relevant. The book's six sections are: (1) Understanding Marketing, (2) Organizing Marketing, (3) Analyzing Opportunities, (4) Planning the Mix, (5) Attracting Resources, and (6) Adapting. All are relevant to how Extension can reanalyze its situation relative to its target clientele and add to Extension's already well-stocked toolbox of planning and program development.

Kreitlow, Burton W. (ed.). 1981. *Examining Controversies in Adult Education.* San Francisco: Jossey-Bass, Publishers.

Kreitlow examines 10 critical issues that face adult education by means of two authors advocating an opposite viewpoint on each of the 10. For instance, Forest and Deshler argue the merits of whether or not goals should be set at the local level. Even and Healy argue whether or not we should intervene at all in social reconstruction. Moore and Fellenz discuss whether or not the federal government should have a major lead role; and, to conclude, Boshier raises issues to consider for the future. Certainly, the arguments will give you new ways of looking at situations.

Linstone, Harold A., and Murray Turoff. 1975. *The Delphi Method: Techniques and Applications.* Reading, Mass.: Addison-Wesley Publishing Company.

Delphi utilizes written responses and aggregates the judgments of a number of individuals to improve the quality of decisionmaking. This method does not require face-to-face contact, which makes it particularly useful for involving experts, users, administrators, and resource controllers who cannot meet together physically. When viewed as a communication process, few areas of human endeavor are not possible objects for application of the method. The philosophical and methodological foundations of Delphi are presented in this book along with design considerations.

Loomis, Charles P. 1960. *Social Systems: Essays on Their Persistence and Change.* Princeton, N.J.: D. Van Nostrand.

This book has been referred to most often (perhaps second to Tyler) in Extension situational analysis literature. Why? It contributes a sociological order to communities and groups for ones new to the field. Although social groups and organizations may be more conflict-oriented and dynamic than portrayed by this model, it helps to organize your thinking and to identify the right questions to ask in your situational analysis. As stated in the Sourcebook, Extension people have to know answers to: What is occurring? Who's doing it? What do people know? What is their attitude? Who controls? Who has the resources? What are people's goals? and other crucial questions implied by the Loomis model.

Messick, Samuel (ed.). 1976. *Individuality and Learning.* San Francisco: Jossey-Bass, Publishers.

In this book, aimed at educators who are interested in a deeper understanding, the author is not concerned with what students currently know or have accomplished. Rather, the emphasis is on the manner by which students acquire knowledge and the modes of processing. The basic issue is whether or not and how educational methods can be matched to individual differences. Whether or not this is an important issue to situational analysis depends on the extent to which we agree with Extension's 70-year-old mission and its response to needs of people and their "teachable moments." I suggest this book is crucial to knowing the situation from the clientele perspective. The authors speak to how individualized learning and effective teaching can become practical realities. They discuss research on many factors: skills, creativity, sex, cognitive styles, environmental conditions, and aptitude/treatment interactions. As with several other books in the Selected Annotated Bibliography, this book is not for reading at the time you are preparing your lesson plan, or clientele are walking through the door. It is a more basic text.

Myers, Chet. 1986. *Teaching Students to Think Critically.* San Francisco: Jossey-Bass, Publishers.

Myers' premise is that our culture's output of information far exceeds our ability to think critically about that information. In this book, he provides specific practical ways to help others think critically and says the methods vary by discipline; e.g., engineers go about the task differently from educators or economists. Thus, different ways must be taught, with emphasis on personal and subjective elements, such as passion, mystery, esthetics, and wonder, as well as the traditional logical atmosphere of dialogue, interchange, and problem solving that is needed. Actual successful programs are used to illustrate methods of discussion, pondering, exploring, and simulation. While the book is targeted at educators of undergraduates, it is of interest to all educators who want practical approaches to stretching analytical and critical thought.

Naisbitt, John. 1982. *Megatrends: Ten New Directions Transforming Our Lives.* New York: Warner Books, Inc.

This book is perhaps already a bit dated, even though it was published as recently as 1982. However, it is worth a refresher review for situational analysis. The 10 new directions that are transforming our lives: information society, high tech/high touch, world economy, long-term decentralization, self-help, participatory democracy, networking, north to south, and multiple options say a lot about how Extension views and analyzes the macro external society/community perspective and its influences on Extension's future priorities. Several of these directions, in particular, reinforce the model proposed in this Module; e.g., participation, multiple options, networking, and information society. Furthermore, Naisbett's approach and methods for evolving his 10 trends are in themselves worthy to know and assess as to their merits for Extension's situational analysis. He did not do a grand random survey; and yet, he seemed to capture what must now seem to agree with common sense. Yes, this book is stimulating and refreshing. As one internationally known company said, "I hope we, as a company, are already out in front in responding to these changes." Let us hope that Extension is also.

Osborn, Alex F. 1979. *Applied Imagination: Principles and Procedures of Creative Problem-Solving.* 3rd rev. ed. New York: Scribners.

This is a revised edition of a classic book in which the author first proposed "the average person can think up twice as many ideas when working with a group than working alone." If you choose to use this technique, you may wish to refer back to this book for variations on using it.

Patton, Michael Q. 1980. *Qualitative Evaluation Methods.* Beverley Hills, Calif.: Sage Publications, Inc.

Patton explores how to "open up" data collection beyond the traditional, quantitative, hard data-oriented methods with a discussion on collecting data in difficult, intangible, and problematic areas. Not only does he raise issues, he gives specific useful techniques and handy hints on qualitative observing, measuring, and recording. At the point where you wonder what to do with the data, he offers up a few ways to interpret and make the intangible more useful in developing your programs. This is an excellent reference on this approach.

Peters, T. J., and R. H. Waterman, Jr. 1982. *In Search of Excellence.* New York: Warner Books, Inc.

This is a nationwide best seller. If you have not been able to take time to read it, now is the time to set it as a priority. The authors present what they found to be criteria of successful U.S. companies. Extension, as an organization, needs to adopt those criteria and analyze itself on how well it is functioning. Obviously, then, the following criteria would be useful to Extension program planners in analyzing Extension as an organization and its readiness for implementing programs on high-priority goals: (1)*Preferences for doing something—anything.* Is Extension doing too much analysis? (2) *Stay close to the customer—the publics.* Is Extension "in tune" with preferences and needs? (3) *Autonomy* *and entrepreneurship.* Are Extension professionals thinking independently according to their own values? (4) *Share rewards.* Are "good" Extension professionals rewarded and complimented? (5) *Hands-on and value-driven by Extension organizational leaders.* Are administrators in touch? (6) *"Stick to the knitting."* Is Extension doing what it knows best? (7) *Simple form, lean staff.* Does Extension have its staff at levels to do people good? (8) *Loose/tight administrative climate.* Do Extension professionals know direction and state priorities and have latitude to adapt and take risks? One can easily see these criteria as useful in analyzing the Extension organization perspective and its influences on the program situation and future priorities.

Rawlinson, J. Geoffrey. 1981. *Creative Thinking and Brainstorming.* New York: John Wiley and Sons, Inc.

This practical book on creative thinking is designed for managers at every level of organization, or for any people working together to find solutions to problems. Drawing from his experience with nearly 800 manager groups on 4 continents, the author identifies barriers to creative thinking and provides ideas for removing those obstacles. Systematic procedures for organizing and conducting effective brainstorming sessions are presented, as well as a brief survey of related techniques.

Schuman, Howard, and Stanley Pressor. 1981. *Questions and Answers in Attitude Surveys.* New York: Academic Press.

The authors state, "Our main goal is to determine how the ways in which attitude questions are asked in surveys affect the results derived from these same surveys." In so doing, Schuman and Pressor tackle numerous problems that plague survey researchers, such as: (1) question order and response order effects, (2) the use of open versus closed questions, (3) the assessment of "no opinion," (4) measuring the middle position in scales, (5) balanced and imbalanced questions, (6) form of wording, and (7) the measurement of attitude strength. Discussion of each topic contains rather rigorous assessment (both qualitative and quantitative) of the potential impact/problems. This book would be for experienced social surveyors.

Simon, Sidney, Leland Howe, and Howard Kirschenbaum. 1972. *Values Clarification: A Handbook of Practical Strategies for Teachers and Students.* New York: Hart Publishing.

The book is exactly as its title says. Many techniques and exercises are suggested for teachers to use with students. All are fun or experiential. Titles of a few of the 70 strategies should give you an idea of their characters: "Values Voting, Forced Choice Ladder"; "Obituary, Epitaph, Who Are You?"; "Taking a Stand, Diaries, and Who's to Blame?" Preceding the actual worksheets or material needed for each strategy is an explanation of its purpose, character, and how to use the material. The concept of values clarification is explained at the beginning of the book. For more basic explanations of the underlying ideas, readers could read the earlier book by Sidney Simon and Others (1966) titled *Values and Teaching,* a Charles Kerrill publication. It, too, has other strategies in it.

Sudman, Seymour, and Norman M. Bradburn. 1982. *Asking Questions: A Practical Guide to Questionnaire Design.* San Francisco: Jossey-Bass, Publishers.

This book concerns the type of question-asking embodied in structured questionnaires or interview schedules used in social and market research. It deals specifically with questionnaire construction. The authors' general thesis is that questions must be precisely worded, if responses to a survey are to be accurate and the survey valid. Methods for handling specific "types" of questions are discussed, such as threatening and nonthreatening behavior questions, knowledge questions, and attitude questions. Also covered are response options, rationale for the order of items in a questionnaire, form, method of administration, and ethical principles to be observed in survey research. Numerous actual questionnaire examples from Gallup, Roper, SRC, NORC, and SRL are included. Most of the chapters begin with a checklist that serves as an initial guide, as well as subsequent reference for actual survey construction.

Warner, Paul D., and James A. Christenson. 1984. *The Cooperative Extension Service: A National Assessment.* Boulder, Colo.: Westview Press, Inc.

The authors evaluated the Cooperative Extension Service and found 87 percent of citizens in the U.S. are aware of 4-H, 77 percent of agriculture programs, 52 percent of home economics, and 46 percent of community development efforts. Ninety-five percent of users are satisfied; 82 percent say CES should be supported at current or higher levels. However, only 27 percent of households and only 23 percent of the public have had contact with Extension. What this report leaves us with are basic questions that need answers in future situation analyses. How do you answer the following questions regarding your state or county? Is the mission too broad or too narrow? Are Extension specialists or generalists needed? What is the best way to fund programs? How does Extension respond to social changes? Can Extension afford multiple images? Can Extension serve both urban and rural publics? How do the disadvantaged and minorities fare? Should personal or impersonal Extension methods be used? Are results and impact adequate?

Webb, Eugene, Don T. Campbell, Richard Schwartz, and Lee Sechrest. 1966. *Unobtrusive Measures: Non-Reactive Research in the Social Sciences.* Chicago, Ill.: Rand McNally.

This is an old favorite, but is still good, so why ignore it? The basic idea is—many clues or indicators are present in the community that tell an analyzer (if he or she is observant enough) what is happening or has happened. If an observer keeps the five senses open, he or she can see clientele needs, obstacles to change, resources, trends, and documentation for which programs should be high priority. Even though we have given you the basic book in a sentence, you can still develop your powers of observation by skimming this book from cover to cover. You will delight in how the following can be used as need indicators: floor tile, grass, radio dials, library records, newspapers, liquor sales, clothes, and conversation.

Concluding Phases

Bloom, Benjamin S., Max D. Englehart, Edward J. Furst, Walter H. Hill, and David R. Krathwohl. 1956. *Taxonomy of Educational Objectives: The Classification of Educational Goals. Handbook I: Cognitive Domain.* New York: David McKay Company, Inc.

The authors say that clientele learning occurs at different levels of depth and complexity, including: recall, understanding, application, analysis, synthesis, and evaluation. They suggest setting objectives with a clear focus on learning outcomes expected, organizing plans of action accordingly, and, finally, measuring whether or not the particular desired learning occurred. Not only is the analysis mental process discussed further, but the total book helps clarify why objectives are eventually appropriate and measurable. Although this book is older, more recent books have no more content than this one.

Bowering, David J. (ed.). 1984. *Secondary Analysis of Available Data Bases.* New Directions for Program Evaluation. San Francisco: Jossey-Bass, Publishers.

This is an excellent book for those who are thinking of using existing data. It is a practical book. The authors discuss large-scale data bases; who produces them;

how to obtain them; and what exists in them. In subsequent chapters, there also is discussion of how to prepare data files in order to analyze them according to your purposes. The contents are more research-oriented than practical-oriented; nevertheless, the book might still be useful for Extension people who want to know more about using the tremendous amount of existing data, most of which are unused or unanalyzed. The authors say that people are not aware of the existence of these data or are shy of tracking them down, or question the quality of these other data or the appropriateness of these other data to one's own situations. Look into this book for the answers to these types of questions and concerns.

Hanks, Kurt, and Jan Parry. 1983. *Wake up Your Creative Genius.* Los Altos, Calif.: William Kauffman, Inc.

Here is a *fun* book. If you are looking for new ideas and creative thinking to apply to situational analysis, the table of contents should turn you on to a few ideas: "Superman Syndrome"; "Cooked Goose"; "Beware of the Crack Pot"; "Creative Hype"; "Ah Ha!"; "Fruit From Nuts"; "How to Get More From Your Dreams"; "Winning Ideas"; "New Eyes"; "Usual Brainstorming"; and 50 more. The point is—we have suggested a structured model, but part of the structure is to loosen up, and you will see more and know more. Hanks and Parry help us along that route.

Hare, Alexander P. 1982. *Creativity in Small Groups.* Beverley Hills, Calif.: Sage Publications, Inc.

Hare examines the traditional consensus process used by Quakers for over 300 years when seeking agreement on difficult social problems. The seven steps for problem solving and group creativity are: (1) problem definition, (2) data collection, (3) solution review, (4) solution development at an appropriate level of creativity, (5) pilot project test, (6) agreement and commitment, and (7) implementation.

Krathwohl, David R., Benjamin S. Bloom, and Bertram B. Masia. 1964. *Taxonomy of Educational Objectives: The Classification of Educational Goals. Handbook II: Affective Domain.* New York: Longman, Inc.

This monograph is the second in a series of taxonomies on learning objectives. Learning is outlined according to depth of internalization: (1) receiving, (2) responding, (3) valuing, (4) organization, and (5) characterization by value complex. The outline can help an Extension educator to identify and phrase objectives, once situations are analyzed, but a plus is a much improved understanding of the entire affective world. The values we all hold and our commitments get good treatment.

Stufflebeam, Daniel, Walter Foley, William Gephart, Egon Guba, Robert Hammond, Howard Merriman, and Malcolm Provus. 1971. *Educational Evaluation and Decision Making.* - Itasca, Ill.: Peacock Publishing.

The acronym of CIPP (for *C*ontext, *I*nput, *P*rocess, and *P*roduct) represents four types of evaluation that can serve four different types of program decisions, each at a different stage of the program development cycle: (1) context evaluation for deciding intended goals, (2) input evaluation for deciding intended ways of reaching goals, (3) process evaluation for deciding on goodness of actual methods used, and (4) product evaluation for deciding extent to which goals were reached.

Although this book is somewhat difficult to read, the ideas are excellent and provide an overall perspective on how situational analysis, evaluation, and decisionmaking can be considered processes that occur throughout the duration of a program.

87

List of References

Books

Allport, Gordon W., P. E. Vernon, and George Lindzey. 1960. *A Study of Values.* Boston, Mass.: Houghton Mifflin.

Borman, Ernest G. 1969. *Discussion and Group Methods, Theory, and Practice.* New York: Harper and Row, Publishers.

Carr, Lowell J. 1947. *Situational Analysis.* New York: Harper and Brothers.

Connors, Desmond. 1966. *Diagnosing Community Problems.* Ottawa, Canada: Ottawa Development Press.

Johnson, Donald, Larry R. Miller, Lorna Miller, and Gene Summers (eds.). 1987. *Needs Assessment, Theory, and Methods.* Ames: Iowa State University Press.

Kaplan, Abraham. 1964. *The Conduct of Inquiry.* San Francisco: Chandler Publishing Company.

Kolb, D. A. 1984. *Experiential Learning: Experience As the Source of Learning and Development.* Englewood Cliffs, N.J.: Prentice-Hall, Inc.

Krueger, Richard A. 1986. *Focus Group Interviewing: Step-by-Step Instructions.* St. Paul: Department of Vocational and Technical Education, University of Minnesota.

Krueger, Richard, and Marsha Mueller. 1986. *Focus Group Interviewing: Information for Decision Making.* St. Paul: Cooperative Extension Service, University of Minnesota.

Patton, Michael Q. 1980. *Qualitative Evaluation Methods.* Beverley Hills, Calif.: Sage Publications, Inc.

Simon, H. A. 1957. *Administrative Behavior; A Study of Decisionmaking Processes in Administrative Organization.* New York: MacMillan.

Reports

The Cooperative Extension Service Today: A Statement of Scope and Responsibility. 1958. Report of the Extension Committee on Organization and Policy. Washington, D.C.: Cooperative Extension Service, U.S. Department of Agriculture.

Joint Committee Report on Extension Programs, Policies, and Goals. 1948. Report of the U.S. Department of Agriculture and the Association of Land-Grand Colleges and Universities. Washington, D.C.: U.S. Government Printing Office.

A People and a Spirit. 1968. Report of the Joint U.S. Department of Agriculture-National Association of State Universities and Land-Grant Colleges Study Committee on Cooperative Extension. Fort Collins: Printing and Publications Service, Colorado State University.

Journal Articles

Bachrach, Peter, and Morton S. Baratz. 1962. "Two Faces of Power." *American Political Science Review,* 57: 947–952.

Leagans, J. Paul. 1964. "A Concept of Needs." *Journal of Extension,* 2(2):89–96.

Whale, W. B., and P. G. Boyle. 1966. "Group Decision-Making." *Journal of Extension,* 4(2):109–115.

Williams, Robin M., Jr. 1967. "Individual and Group Values." *Annals of the American Academy of Political and Social Science,* 371:20–37.

Papers

Long, James S. 1983. "An Evaluation of the Focused Group Interview As an Adult Education Needs Assessment Technique." Paper presented at the Evaluation Network Conference Panel on "Needs Assessment: Methods, Concepts, and Applications," Chicago, Illinois, October.

Appendix 1: Adams County Citizen Survey

Adams County Cooperative Extension Service • State of Readiness

February 1, 19____

Dear Friend,

John Lee, our county board chair, sent you a letter several days ago explaining the need for citizen opinions on Adams County concerns and issues. I hope you will be able to take 10 minutes out of your busy schedule to complete this questionnaire and *return it as quickly as possible* to our office in the *enclosed self-addressed, postage-paid* envelope.

Remember, your personal answers will be held in the strictest confidence. A summary report of the responses that you and others in the random sample give us will be prepared. The printed number on this page will be used solely by our office for organizing purposes.

The information gained from your responses will enable your County Extension office and agents to provide useful programs and information to you and others in Adams County.

Thank you in advance for your help!

Sincerely,

Ann Patterson
Adams County Extension Chair

University of Readiness, United States Department of Agriculture, and Readiness Counties Cooperating. UR-Extension provides equal opportunities in employment and programming, including Title IX requirements.

A. Following are eight possible areas of concern to Adams County residents. For each of the eight general areas and the specific items within each, please indicate whether you believe the item is a high priority for future educational programs by checking yes, no, or uncertain.

	HIGH PRIORITY?		
Concern or Issue	**Yes**	**No**	**Uncertain**
1. Improving the *economy:*			
a. Business management	______	______	______
b. Community economic development	______	______	______
c. Marketing	______	______	______
d. Recreation and tourism	______	______	______
e. Jobs and careers	______	______	______
f. Home businesses	______	______	______
2. Building *family strengths:*			
a. Family financial management	______	______	______
b. Consumer decisionmaking	______	______	______
c. Child care and parenting	______	______	______
d. Family relationships and stress	______	______	______
3. Improving *agricultural* profits:			
a. Dairy and livestock production and management	______	______	______
b. Field crops production and management	______	______	______
c. Pest management	______	______	______
d. Horticulture production and management	______	______	______
e. Farm business management	______	______	______
f. Agricultural marketing	______	______	______
4. Improving the *natural environment:*			
a. Land-use planning	______	______	______
b. Groundwater quality	______	______	______
c. Soil and water conservation	______	______	______
d. Energy conservation	______	______	______
e. Forestry	______	______	______
f. Wildlife	______	______	______
g. Waste handling	______	______	______
h. Pesticide use and storage	______	______	______
5. Improving *human health and safety:*			
a. Foods, nutrition, and diet	______	______	______
b. Safety, fire, police	______	______	______
c. Food production (gardening)	______	______	______
d. Food preservation	______	______	______
e. Housing	______	______	______
f. Medical services	______	______	______
g. Elderly needs and services	______	______	______

Concern or Issue	HIGH PRIORITY? Yes	 No	 Uncertain
6. Improving *educational resources:*			
a. Libraries	______	______	______
b. Extension education	______	______	______
c. Vocational/technical schools	______	______	______
d. Elementary/secondary schools	______	______	______
7. Improving *community leadership:*			
a. Volunteer and organization leaders	______	______	______
b. Local government education	______	______	______
c. Agricultural leaders	______	______	______
8. Building *youth development:*			
a. 4-H youth work	______	______	______
b. 4-H youth leader development	______	______	______
c. Career development	______	______	______
d. Non–4-H youth work (Scouts, YMCA, etc.)	______	______	______

B. Of the general areas of concern, which three (3) do you believe are of top priority? (*Check* three areas below.)

1. Economy ______
2. Family ______
3. Agriculture ______
4. Environment ______
5. Health ______
6. Education ______
7. Community Leadership ______
8. Youth Development ______

C. Please give an example or two of *specific concerns and issues* within one or several of your top priorities in the above list.

D. Please list any other important concerns for Adams County not listed above.

E. Please check whether you believe the following are excellent, good, or poor sources for obtaining useful and trusted information.

Information Source	Excellent	Good	Poor	Don't Know
1. Vocational/technical school education classes.				
2. Cooperative Extension (county agent) at office, home, or meetings, or through media.				
3. Newspapers/magazines				
4. Radio				
5. Television				
6. Neighbors				
7. Private companies				
8. Credit agencies				
9. Libraries				
10. Other (describe) ____________				

F. To assist the Extension committee and staff in making decisions on future educational programs, please indicate the importance of the following factors in deciding Extension programs.

Factor	Extremely Important	Important	Unimportant
1. Program timeliness			
2. Program access			
3. Program location			
4. Program cost			
5. Trustworthy information			
6. Past "track record" or image			
7. Program is not duplication			
8. Potential impact and benefit			
9. People's needs			
10. Taxes			
11. Useful information			

G. Finally, as a basis for understanding your earlier answers, we would like to ask you a few questions about yourself. *All answers will be kept confidential.*

1. Are you:
   Male ______
   Female ______

2. Your age? ______years

3. Years of completed schooling? ______years

4. Your marital status? (Check only one response)

   Married ______
   Single ______
   Divorced ______
   Widowed ______

5. How long have you lived in Adams County? ______ years

6. Occupation? ____

7. (If married) Spouse's occupation? ______________________________

8. Which one of the following categories best represents your total family annual income before taxes during 1987 (including wages, profits from business, social security, pensions, etc.)?

   Less than $10,000 ______
   $10,000–$14,999 ______
   $15,000–$19,999 ______
   $20,000–$24,999 ______
   $25,000–$34,999 ______
   $35,000–$49,999 ______
   $50,000 or more ______

H. Please give other comments about the future of Adams County Extension programs. Any comments on resources to use or constraints to effective programs would be helpful.

____

____

____

____

Thank you!

Appendix 2: Adams County Farmer Survey

Adams County Cooperative Extension Service • State of Readiness

February 1, 19_____

Dear Friend,

John Lee, our county board chair, sent you a letter several days ago explaining the need for current information on Adams County farm practices and knowledge. I hope you will be able to take 10 minutes out of your busy schedule to complete this questionnaire and *return it as quickly as possible* to our office in the *enclosed self-addressed, postage-paid envelope.*

Remember, your personal answers will be held in the strictest confidence. A summary report of the responses that you and others in the random sample give us will be prepared. The printed number on this page will be used solely by our office for organizing purposes.

The information gained from your responses will enable your County Extension office and agents to provide useful agriculture programs and information to you and other farmers in Adams County.

Thank you in advance for your help!

Sincerely,

Ann Patterson
Adams County Extension Chair

University of Readiness, United States Department of Agriculture, and Readiness Counties Cooperating. UR-Extension provides equal opportunities in employment and programming, including Title IX requirements.

A. Listed below are possible areas of concern to Adams County farmers and farm families. For each of the six general areas and the specific items within each, please indicate whether you believe the item is very high priority, so-so, or low priority.

	LEVEL OF PRIORITY		
Concern or Issue	**Very High Priority**	**So-So**	**Low Priority**
1. Off-Farm Issues:			
a. Taxes	______	______	______
b. National farm policy	______	______	______
c. Consumer education	______	______	______
d. International agriculture/Adams County	______	______	______
e. Farmland preservation and local zoning	______	______	______
f. Pricing	______	______	______
g. Farm/city relations	______	______	______
2. Total/General Farm Concerns:			
a. Total farm system analysis and planning	______	______	______
b. Alternative and supplemental income	______	______	______
c. Energy and fuel	______	______	______
d. Farm labor	______	______	______
e. Farm budgets and records	______	______	______
f. Credit	______	______	______
g. Farm safety	______	______	______
h. Organic farming	______	______	______
i. Computer programs and use	______	______	______
j. Farm engineering and machinery	______	______	______
3. Farm Family Concerns:			
a. Family stress	______	______	______
b. Housing	______	______	______
c. Recreation	______	______	______
d. Children's future	______	______	______
e. Estate planning	______	______	______
4. Livestock Concerns:			
a. Livestock system analysis and management	______	______	______
b. Genetics, breeding, and selection	______	______	______
c. Feeding, feeds, forages, and pastures	______	______	______
d. Pesticide use	______	______	______
e. Marketing	______	______	______
f. Manure and waste handling	______	______	______
g. Housing and feed handling	______	______	______

	LEVEL OF PRIORITY		
Concern or Issue	**Very High Priority**	**So–So**	**Low Priority**
5. Crops Concerns:			
a. Crop system analysis and management	______	______	______
b. Varieties and selection	______	______	______
c. Water and irrigation	______	______	______
d. Fertility	______	______	______
e. Pest control	______	______	______
f. Pesticide use	______	______	______
g. Harvesting	______	______	______
h. Storage	______	______	______
i. Marketing	______	______	______
j. Fruit production, management, and marketing	______	______	______
k. Vegetable production, management, and marketing	______	______	______
6. Environmental Concerns:			
a. Soil and water conservation	______	______	______
b. Forestry	______	______	______
c. Wildlife	______	______	______
d. Groundwater and well-water quality	______	______	______

B. Please briefly illustrate or describe a specific issue or concern within one or several of your top priorities in the previous list in Section A.

C. The following are ways a farmer might get needed farm-related information. Please indicate the amount of contact, if any, you have had through each source during the past 3–4 years.

Sources	**Weekly/ Monthly**	**Annually**	**No Contact**
1. Extension meeting	______	______	______
2. Personal contact with County Extension agent (visit or phone)	______	______	______
3. Extension publications	______	______	______
4. Mail	______	______	______
5. Extension articles in newspaper	______	______	______
6. Extension TV programs	______	______	______
7. Extension radio programs	______	______	______

	Sources	Weekly/ Monthly	Annually	No Contact
8.	Demonstrations and field days	____	____	____
9.	County agricultural council meetings . .	____	____	____
10.	Tours	____	____	____
11.	Dealer meetings	____	____	____
12.	Farm association meetings	____	____	____
13.	Farm magazines	____	____	____
14.	Neighbors	____	____	____
15.	Other Extension sources . . . . (Please list) ________________________	____	____	____
16.	Other non-Extension sources . . . . . . (Please list) ________________________	____	____	____

D. Choosing from the source list in question C, which source do you *most prefer* when it comes to obtaining farm-related information? Please fill in one corresponding number (1–16) from question C in each of the spaces below.

Most Preferred Source . . . . ____

Second Most Preferred Source . . . ____

Third Most Preferred Source . . . . . ____

E. *If* one of the sources you listed in Section D was Cooperative Extension, for what reason, if any, have you used it as an informational source? (Please *check all reasons* below that apply.)

Only Source I Knew . . . . ____

Recommended to Me . . . . ____

Inexpensive . . . . ____

Provides New Research . . . . ____

Trust Extension . . . . ____

Provides Useful Information . . . . . ____

Provides Unbiased Information . . . ____

Other ________________ ____

F. Please indicate the extent to which you use the following farm practices. Please answer *each* question by *checking* the appropriate response.

	EXTENT OF USE			
Farm Practice	**Regular Routine**	**Have Done It One or More Times**	**Never**	**Inappropriate for My Farm**
1. Cut alfalfa at mid-bud stage. .	______	______	______	______
2. Use forage analysis to balance feed rations.	______	______	______	______
3. Reduced feed costs with improved alfalfa quality.	______	______	______	______
4. Tested well water for bacteria and nitrates.	______	______	______	______
5. Use laboratory soil tests for deciding fertilizer rates.	______	______	______	______
6. Calibrate pesticide sprayers each season.	______	______	______	______
7. Develop written long-range farm plan.	______	______	______	______
8. Developed or revised will. . . .	______	______	______	______
9. Used A.I. stud or purchased performance-tested herd sire.	______	______	______	______
10. Use computer rationized balancing program.	______	______	______	______
11. Scout for pests in crops.	______	______	______	______
12. Direct marketing to consumer.	______	______	______	______
13. Minimum or no tillage.	______	______	______	______
14. Improved on-farm pesticide storage facilities.	______	______	______	______
15. Crop system economic analysis.	______	______	______	______
16. Livestock system economic analysis.	______	______	______	______
17. Farm cash flow analysis. . . .	______	______	______	______
18. Farm debt/asset analysis. . . .	______	______	______	______

G. Finally, as a basis for understanding your earlier answers, we would like to ask some questions about you and your farm operation. All answers will be kept confidential.

1. What type of farm do you operate? (Check the *one* that is your *main* operation.)

Crops _____ Type ________ ________ ________ ________

Livestock _____ Type ________ ________ ________ ________

Other (Describe)_____ ____________________________________

2. Size of farm _____ acres

3. Estimated net family income $______________

4. Estimated % of total family income from nonfarm sources ________%

5. Township ________________________________

6. Your age? ________ years

7. Family composition (*check* those that apply)

Husband? _____
Wife? _____
Children at home? _____
Others in home? _____

H. Please feel free to add *any additional comments* below. Thank you!

____
____
____
____

100

Working With Our Publics

Module 4: Situational Analysis

Leader's Guide

Developed by: Laverne B. Forest, Leader, Program Development and Evaluation
Wisconsin Cooperative Extension Service
University of Wisconsin–Madison

Edgar J. Boone, Project Director

Published by the North Carolina Agricultural Extension Service
and the Department of Adult and Community College Education
North Carolina State University, Raleigh

Contents

Introduction to the Leader's Guide for Module 4: Situational Analysis 5

Time: Preworkshop Preparation 8

- Decide on General Need, Goals, and Format 8
- Decide on and Conduct Advance Publicity 9
- Enrollment and Sign Up 9
- Early Involvement of Participants 9
- Participant's Self-Assessment 11
- Decide on Teaching Responsibilities 13
- Analyze and Summarize Participants' Personality Inventories . 13

Time: Day One 13

- Prepare and Set Up for Training Session 13
- Greet and Make Participants Welcome 15
- Program Introduction 15
- Group Warm-Up and Interaction 16
- Reasons for Improving Situational Analysis 21
- Identify Training Needs and Set Workshop Objectives 22
- Understand the Situational Analysis Model 24
- Getting Started—Phases 1, 2, and 3 28
- Personality Styles and Situational Analysis—Phase 4 30
- Increase Understanding of the Four Perspectives—Phase 5 . . 37
- Learn About and Use Value Orientations—Phases 6 and 7 . . . 44
- Review and Closing 51

Time: Interim 53

Time: Day Two 55

- Prepare and Set Up for Training Session 55
- Greet and Make Participants Welcome 55
- Welcome/Review 55
- Involve Extension's Publics—Phases 8, 9, and 10 58
- Data Analysis—Phase 11 63
- Make Decisions—Phases 12 and 13 66
- Learner Needs and Objectives—Phases 14 and 15 70
- Action Planning and Conclusions—Phase 16 71

Time: Follow-Up 73

102

Introduction to the Leader's Guide for Module 4: Situational Analysis

Effective Extension education programs start with systematic situational analyses. Therefore, this experiential, in-service workshop program about situational analysis was developed. The workshop and the experiential learning materials are designed for use with new Cooperative Extension professionals who have specific training needs, and experienced professionals, on a periodic review basis. Because the training needs of the workshop participants will vary by specific situation, options for meeting differing learning and teaching needs are included at various points in this Leader's Guide. In the spirit of good analysis of each in-service situation, adaptation and use of the options by the workshop leader are encouraged. To adapt to those varying needs, the workshop leaders must review and know the contents of all parts of this Module: the Sourcebook, this Leader's Guide, the Learners' Packet, and the Instructional Aids.

The learning experiences in this Leader's Guide are organized chronologically into five time periods: (1) Preworkshop Preparation, (2) Day One, (3) Interim, (4) Day Two, and (5) Follow-Up. Within each of the five time periods, the following information is provided for the workshop leader, according to the time schedule:

- Time allotted
- Responsibility (persons involved)
- Instructional goals
- Learning objectives
- Materials needed
- Task, activity, or experiences
- Discussion question options
- Exhibits, such as overhead transparencies, worksheets, and other instructional aids, where appropriate.

The 12 hours of in-service training in Module 4 are covered in two sessions (Day One and Day Two) of 6 hours each. Day One activities consist of participant self-assessments, general understanding of the total Situational Analysis Model, and understanding the four preparation phases: (1) defining boundaries, (2) setting analysis focus and purpose, (3)identifying leadership, and (4) knowing personalities. Also covered are the first three of the six implementation phases: the four perspectives, value orientations, and identifying questions to be answered.

Day Two activities include the remaining three implementation phases: identifying the Extension publics to be involved, deciding on involvement techniques, and collecting and summarizing data; and the six concluding phases of the model: comparing and interpreting evidence, decisions on interpretation of evidence and conclusions, reacting and reflecting, deciding on learners' needs, setting learner objectives, reviewing and preparing a written report, accompanied by encouraging participants to apply what they have learned to their everyday experiences.

Several key ideas are noteworthy as workshop leaders begin to plan and use the Situational Analysis Model:

1. The Situational Analysis Model discussed in the Sourcebook and in this Leader's Guide is a mental situational analysis process. The model is not a data-oriented and statistical analysis model. Rather, the model is a way of helping Extension educators to make data and observations more useful, practical, and relevant to Extension program decisions.

2. Regardless of the quality of the content or the proposed methods of this Module, the learning quality will depend on the workshop leader's experiences with the participants. How positive those experiences are will depend a great deal on the workshop leader's preparation, self-study, commitment, and enthusiasm, and the extent to which continuous evaluation of feedback is incorporated into the learning experiences.

3. Many potential participants, new or experienced, county-based or state based, could likely be less than excited about the topic. Therefore, these materials are based on the experiential learning principle. The faster and more extensively the workshop leader can involve the participants in the experiential process the greater the likelihood for interesting, practical, useful, and effective learning. Although Exhibit 1: "The Experiential Learning Model" is included at the end of this section, for more detail on experiential learning, the learning experiences suggested in this Leader's Guide generally proceed from (1) concrete experiences to (2) reflections and observations to (3) abstract conceptualizing to (4) active experimenting and testing. As you adapt the suggested experiences, consider this cycle as a guide.

4. The preceding ideas strongly imply that these materials will be even more practical and consequential if the workshop leader, along with the workshop participants, creates versions, options, and experiences for participants to adapt to their own state, region, county, subject matter, personality styles, and other factors that create positive learning. These adaptations and creations, based on analysis of the learning situation, along with continuous checking of whether or not participants are learning the concepts, would be an ultimate achievement of this Module.

5. Consider the foregoing organization of Module 4 as you review the total Leader's Guide. You will notice specifics, such as lecturettes, questions for discussion, and places within the general outline for continuous checking of learning. These items can be used verbatim, but, more importantly, are included to illustrate the tenor or character of intended experiences. You will certainly develop more appropriately worded questions for your group.

6. Special attention should be focused on the Instructional Aids Packet. In addition to materials specified for use in each section of the Leader's Guide, and those in the Learner's Packet, 34 transparency masters (referred to as TMs) that are not shown in the Leader's Guide, and 36 TIP Sheets are included. These may be substituted for those suggested herein, or might be useful for other purposes, depending on the workshop leader's needs. A complete listing in the Table of Contents of the Instructional Packet will provide a quick overview of the supplemental materials.

EXHIBIT 1

The Experiential Learning Model

Experiential learning (Kolb, 1984) can be easily applied to in-service training. The Leader's Guide includes activities to facilitate the experiential learning process. The leader's effectiveness will be greatly enhanced if the process summarized here is kept in mind and used throughout the workshop.

The Experiential Learning Model (Kolb, 1984) says learning occurs in a cyclical, four-stage process (see Figure 1). The learning process begins with Stage 1—a real, *concrete experience (CE),* in which the learner is involved in media presentations, self-analysis, case studies, role-playing, and demonstrations. This experience might be an activity at the workshop or a real experience that occurred prior to the workshop.

continued

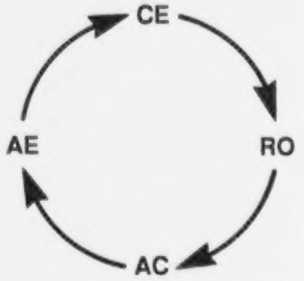


Figure 1. The experiential learning model (Kolb, 1984)

The CE stage includes ideas to help the learner reflect and make *reflections/observations (RO)* in Stage 2. The reflection stage includes individual work on a problem, idea, or situation during the training session. The time during the RO stage might be planned as an individual activity, or as participants prepare to discuss a topic in groups. The RO stage also occurs during lecturettes and media presentations.

Reflections and observations are processed by the learner during Stage 3—*abstract conceptualizing (AC).* These abstract concepts include hypotheses, generalizations, conclusions, formulas, models, and reasons or explanations. The AC process is linked directly to RO, and occurs during the same types of activities. Abstract concepts result simultaneously from reflection and observation.

Learners test the abstract concepts during Stage 4—*active experimenting (AE).* AE occurs in a training session when concepts are applied to cases, personal or program situations, games, simulations, and other activities in which the learners are involved and can actively test their ideas. AE results evolve into concrete experiences (Stage 1), which then are evaluated (Stage 2), thus continuing the process in a cyclical manner.

Individuals vary as to which of the four stages of the experiential learning process they find easier, more effective, and more interesting. These individual differences are considered the person's *learning style.* Be aware that an activity might be accepted easily by some people and resisted by others because of their learning styles.

Learners usually will be more comfortable with their learning modes. For example, persons whoprefer active experimenting might enjoy role-playing and probably will be very good at it. A person who prefers reflective observation might be uncomfortable in role-playing and might not be very good atacting out a role. The differences in comfort and skill level for a particular learning activity will result in differing individual reactions. These differences are natural, so the leader should not be overly concerned if some individuals resist certain learning experiences. Workshop leaders need to encourage and support individuals' responses, while ensuring a constructive experience for the group.

In summary, consider how the learners will best be served. How the material is adapted, how groupinteraction occurs, and how training evaluation occurs will be affected directly by whether or not leaders consider the overall learning process as well as the individual and group needs.

—Adapted from Kolb (1984)

Time: Preworkshop Preparation

The importance of preworkshop activities to the workshop leader cannot be overemphasized. The workshop leader will need sufficient time to read and become thoroughly familiar with the contents of the Sourcebook, the Selected Annotated Bibliography, the Leader's Guide, the Learners' Packet, and the Instructional Aids as a basis for decisions on his or her general needs, goals, and format for the workshop. Likewise, because the exchange of materials and information from the leader to the participants and from the participants to the leader prior to the scheduled workshop date is imperative to the smooth flow of the instructional sessions, preparations should begin at least six months in advance. The following organization of the Preworkshop Preparation time period is suggested for your consideration.

Decide on General Needs, Goals, and Format

Time

T (training) minus six months.

Responsibility

Workshop leader, district leader, or program leader, or a combination of these persons.

Process

When state-level leaders believe in-service education is needed for situational analysis, or when they are asked to conduct training for such analysis, this Leader's Guide and the related materials can be utilized. Levels and ways in which this Module can be used include:

- Statewide in-service professional education.
- Regional or district meetings.
- Separate program area meetings; for example, agricultural and home economics areas separately.
- County levels, including home offices.
- Administrative or supervisory groups.
- Task forces.
- Independent or small group study.

Specific reasons for this training might include:

1. Too little justifying documentation and data in Extension staff plans of work for the planned program.

2. A need to increase general, statewide core competencies in situational analysis.

3. A need for county-level training to help sort out and decide program priorities.

4. A program area desire to update skills by analyzing a particular problem situation.

5. A statewide commitment to increasing the quality of situation statements in four-year major program plans or annual plans of work.

6. New personnel orientation needs.

The size of the state, territory, region, or locality; current faculty training level; finances; the availability of facilities; trainer qualifications; geographical divisions; costs; time factors; or other specifics of the intended participants in each situation also can affect the workshop format.

[*Note:* At this point, the workshop leader should make a decision on the type of personality inventory to be used in the workshop. Refer first to the ''Participants' Self-Assessment'' section in the Preworkshop Preparation and to the ''Personality Style Inventory'' in the Learners' Packet.]

106

EXHIBIT 2

Suggested Workshop Description

Two-day (12-hour) professional development workshop on situational analysis for new and experienced Extension professionals. These two days will be experiential. The participants will learn methods for analyzing situations that will help them to understand complex situations and to write better situation statements. Case study exercises will be used to illustrate program situations analyses and to develop skills necessary for good situational analysis. Self-assessment, videotapes, overheads, group discussion, role-playing, and active learning will combine to make this an exciting, dynamic, and new experience.

Dates: ______________________________

Person in Charge: ______________________________

Decide on and Conduct Advance Publicity

Time

T minus 90 days

Responsiblity

Workshop leader, district leader, and program leaders.

Process

Prepare advance publicity and in-service training description and send to potential enrollees. A suggested description is shown in Exhibit 2.

Enrollment and Sign Up

Time

T minus 50 days.

Responsibility

Potential participants.

Process

Distribute registration forms (in Learners' Packet) to potential participants. Make the registration deadline 30 days prior to the date of the workshop.

Early Involvement of Participants

Time

T minus 40 days.

Responsibility

Workshop leaders, district leaders, and program leaders.

Process

Select a representative advisory committee for the Situational Analysis workshop. Members should include participants and Extension agents, specialists, and administrators, such as agricultural agents, home economics agents, 4-H agents, water specialists, and district directors.

Time

T minus 3[illegible] days.

EXHIBIT3

Tentative Schedule

PREWORKSHOP PREPARATION

DAY ONE

Time	Activity
9:00 a.m.	Program Introduction
9:05 a.m.	Group Warm up and Interaction
9:30 a.m.	Reasons for Improving Situational Analysis
9:45 a.m.	Identify Training Needs and Set Group Goals
10:15 a.m.	BREAK
10:30 a.m.	Understand Situational Analysis Model
11:15 a.m.	Preparation Phases • Boundaries • Focus • Leadership
12:00 noon	LUNCH
1:00 p.m.	Preparation Phases (continued) • Personalities Implementation Phases • Four Perspectives
2:45 p.m.	BREAK
3:00 p.m.	Implementation Phases (continued) • Value Orientations • Questions
4:00 p.m.	Review and Closing
4:15 p.m.	Close

INTERIM

DAY TWO

Time	Activity
9:00 a.m.	Welcome/Review
9:15 a.m.	Implementation Phases (continued) • Publics • Involvement • Collecting Data
10:15 a.m.	BREAK

continued

10:30 a.m.	Concluding Phases • Interpret
12:00 noon	LUNCH
1:00 p.m.	Concluding Phases (continued) • Decide Conclusions
2:00 p.m.	BREAK
2:15 p.m.	Concluding Phases (continued) • Reflect • Learner Needs • Objectives • Report
3:45 p.m.	Action
4:00 p.m.	Close
	FOLLOW-UP

Responsibility

Workshop leader and workshop advisory committee.

Process

Send proposed overview of the workshop schedule (see Exhibit 3) to workshop advisory committee to hold a meeting with the advisory committee. This proposed schedule overview will include activities for Preworkshop Preparation, Day One, Interim, Day Two, and Follow-Up time periods. Depending on how the representative advisory committee analyzes the situation, the workshop leader should expect to modify the schedule through adapting it to local considerations.

Participants' Self-Assessment

Time

T minus 30 days.

Responsibility

Workshop leader.

Process: Concrete Experience

All registration forms should be returned to the workshop leader by the registration deadline. The leader then sends a letter (sample letter in Exhibit 4) to registrants, indicating the next experiences and participants' responsibilities. Include with the letter:

1. Personality Inventory so participants can determine their personality styles. The scoring sheet must be photocopied by the participant and returned to the workshop leader 10-15 days prior to the date of the workshop. The Hogan and Champagne Personality Style Inventory (PSI) can be purchased from:

Organization, Design, and Development
101 Bryn Mawr
Bryn Mawr, Pennsylvania 19010

The Myers-Briggs Type Inventory (MBTI) can be purchased from:

Consulting Psychologist Press, Inc.
577 College Avenue
Palo Alto, California 94306

Or, elsewhere.

Center for Application of
Psychological Type
2720 N.W. 6th Street
Gainesville, Florida 32609

[*Note:* If the participants have recently taken these or similar assessments that gave their Jung personality type, they can record the type and send the scores from those previous assessments.]

EXHIBIT 4

Letter From Workshop Leader

Dear ______________________

I am very pleased that you have registered for the two-day in-service workshop on Situational Analysis to be held (date) to (date), 19______. Those of us who are involved in planning the workshop are excited about it, and believe you will be, too.

As indicated in early notices, the two days will be very experiential; i.e., will depend on your involvement. Therefore, I am enclosing several items and have the following tasks for you.

1. *Extension Service Problems.* Identify and prepare a list of what you believe are your major obstacles in performing your Extension program responsibilities at this time, or what you foresee developing into more serious obstacles in the future.
2. *Personality Inventory.* Please complete the scoring sheet on the enclosed personality inventory, if you have not already completed such an inventory. Photocopy the scores and return the original to me by (date at least 15 days prior to Day One). If you have a score from a previous inventory, please send me those results.
3. *Adams County Examiner.* Please read and become familiar with this newspaper and bring it with you on the first day of the workshop. You will be using it at the sessions.
4. *Situational Analysis Self-Assessment.* Please complete the checklist and return it to me (*date at least 15 days prior to Day One*). Also, bring with you to the workshop a situation statement from your most recent plan of work. You will be using both your self-assessment and your situation statement on Day One of workshop.

Again, I am pleased to have you as part of this workshop. Please call me at (phone #) if you have questions before the workshop. I look forward to seeing you.

Sincerely,

Enclosures: Personality inventory
Newspaper
Situational Analysis Self-Assessment

2. A copy of the *Adams County Examiner* (in Instructional Aids), a short, weekly newspaper. Participants should read the newspaper prior to the workshop sessions.

3. The "Situational Analysis Self-Assessment" (in Learners' Packet) so participants can rate their current situational analysis knowledge, attitudes, process, and plan of work situation statements.

The workshop leader should emphasize that the participants are expected to bring their copies of the personality inventory, the *Adams County Examiner* newspaper, and their situation statements with them to the workshop. The workshop leader will want to have extra copies of the newspaper on hand at the workshop for those who forget theirs.

Decide on Teaching Responsibilities

Time

T minus 25 days.

Responsibility

Workshop leader.

Process

Identify responsibilities of district leaders, program leaders, participants, and workshop advisory committee members within the situational analysis workshop sessions. The advisory committee can assist in identifying role players if on Day One the workshop leader will be using the role-play option under the heading, "Increase Understanding of the Four Perspectives—Phase 5." The leader then can send the role players the necessary information.

Analyze and Summarize Participants' Personality Inventories

Time

T minus 15 days.

Responsibility

Workshop leader and program participants.

Process

The personality scoring sheets should be returned to the workshop leader. Use the scores to identify and understand the various personality styles within the workshop participant group. This information will be helpful during the workshop in dealing with individual differences among the participants. The variety of personality and learning style preferences found in any group requires sensitivity and flexibility on the part of the leader and adaptation of the planned learning experiences.

[Note: The Situational Analysis Model includes personality styles as an important part of situational analysis. Individual scores on four personality continuums will be the starting point on Day One in discussing *Phase 4: Know Personalities.*]

Time: Day One

Prepare and Set Up for Training Session

(60 minutes)

The leader needs to check on last-minute details and be prepared to conduct the workshop, as planned, but also must be prepared for the unexpected, such as extra participants, participants not showing up, or equipment failures. All prior planning would be of no benefit if minute details like participants' comfort or needed materials are missing.

111

Responsibility:

Workshop leader and workshop advisory committee.

Materials

Overhead projector and screen

VHS videotape player and monitor

Flip chart with an extra pad of paper

Masking tape

Markers (at least five colors)

Name tags, with name and position

Transparencies (TMs)

Various handouts

Wall posters on situational analysis

Wall posters on value orientations

Participants' returned Preworkshop materials:
- Personality score sheets
- Personality summary
- Self-assessments
- Self-assessments summary

Leader's Guide

Learners' Packet

Sourcebook

Other library references, such as in the Selected Annotated Bibliography

Refreshments

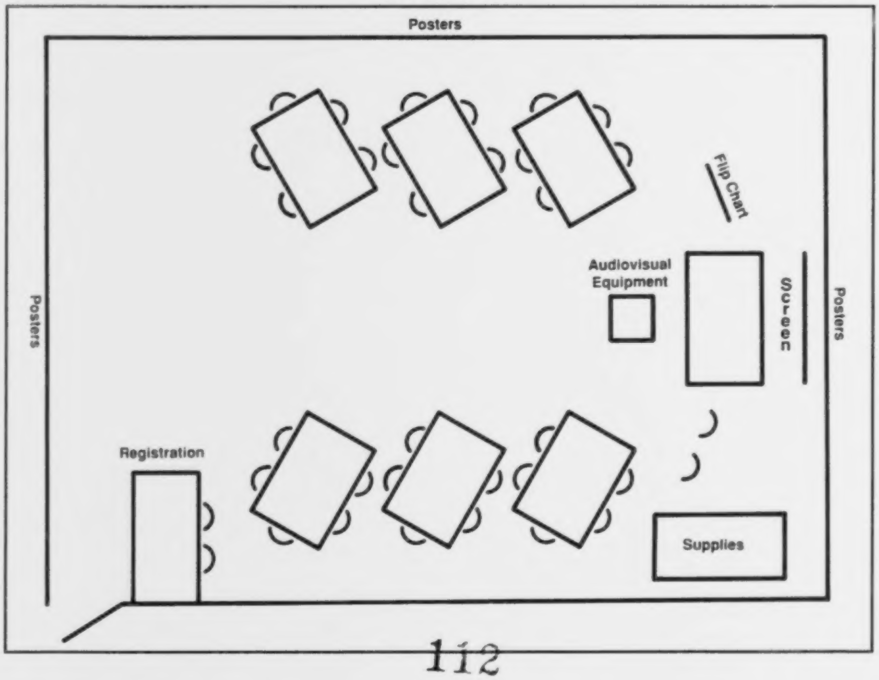
Process

Set up and check operation of all the audiovisual equipment. Arrange tables and chairs in a comfortable manner (see Exhibit 5). Avoid a typical classroom style arrangement. Use tables with four to six people seated at each table. Place a Learners' Packet on the table for each participant.

Tape the situational analysis posters on the walls around the room, spacing them so that participants can easily see them.

Near the door to the room, set up at least one table on which you will arrange the participants' workshop assignments and prewritten name tags in alphabetical order. Unclaimed name tags and materials on the table allow the workshop leader to note quickly who, if anyone, does not show up for the workshop.

EXHIBIT 5



112

Greet and Make Participants Welcome

(30 minutes)

To avoid participants' experiencing a mental letdown, especially those who arrive early, it is crucial that some options are available for this time period and that participants are able to satisfy early group-building tasks.

Responsibility

Workshop leader or advisory committee, or both.

Instructional Goals

- To create a friendly, personal, comfortable learning environment.
- To have the instructor greet each participant before the program.
- To help the instructor start learning all the participants' names.

Learning Objectives

1. Participants will learn that the workshop atmosphere is open, friendly, and personal.

2. Participants will complete most of their personal greetings prior to the formal agenda.

3. Participants will become ready for start of program.

Materials

Prewritten name tags

Preworkshop assignments

Refreshments

Process

As the participants enter the room, the workshop leader, or a designated host, should greet them, introduce himself or herself, guide participants to the table where the name tags and preworkshop materials are located, and invite them to enjoy available refreshments, while they wait for the program to begin.

Program Introduction

(5 minutes)

The time has arrived. All your planning and preparation is done. Implement your plan. Be flexible and prepared for unforeseen learning opportunities.

Responsibility

Key administrators or workshop leader or both.

Materials

Flip chart

Markers

Process

The leader will make positive opening remarks regarding the participants and the program, e.g.:

"Good morning. I am ___________ . Welcome to what I think are going to be an exciting two days of discussing situational analysis. I will be the workshop leader, and I am glad all of you are working with me. Without taking a lot of time, because we are on a very tight schedule, I would like to make a few general announcements before we get started with our program."

1. Introductions of workshop committee members, administrators, key people.

2. New people introductions.

3. Snacks

4. Breaks

5. Lunch arrangements

6. Smoking policy

7. Travel and expense accounts

8. Location of rest rooms

9. Other

Option: As we have suggested, the setting for in-service training might be a major state conference or a regular program area or district meeting. If so, the welcome and kickoff will be more effective if the key administrator (director, program leader, district director) appropriately welcomes participants, introduces the session, and, in turn, introduces the leader of the session. Other options have to be considered to assure appropriate entry and readiness of the participants.

Then the leader can say something like the following:

"To give you a general idea of how this workshop on situational analysis is organized, and how we will be proceeding, let's look at the following schedule."

The leader should use the flip chart to write an outline of the workshop schedule (see Exhibit 6).

Group Warm-Up and Interaction

(25 minutes)

Once the group has been welcomed and announcements are made, establish the character of the workshop by immediately getting participants involved with each other in an easy activity related to situational analysis.

Responsibility

Workshop leader.

Instructional goals:

- To introduce the participants to each other in a fun way.
- To identify the basic concepts of situational analysis.
- To encourage interaction among the participants so that they will be actively involved in upcoming discussions.
- To present a basic working definition of situational analysis, based on the warm-up experiences.

Exhibit 6

Workshop Schedule

Preworkshop Preparation

Day One (Date ______________________)
- Self-assessment
- Situational analysis model
- Preparation phases: Phases 1 through 4
- Implementation phases: Phases 5 through 7

Interim
- Evening or days

Day Two (Date ______________________)
- Review
- Implementation phases: Phases 8 through 10
- Concluding phases: Phases 11 through 16

Follow-Up
- Application of ideas
- Consult with workshop leader
- Feedback on results

Learning Objectives

1. Participants will learn about another participant's personal situation.

2. Participants will analyze another's personal situation.

3. Participants will make a decision about the other's situation, based on their analysis.

4. Participants will learn the definitions of situation and analysis

Materials

Overhead projector and screen

Flip chart

Markers

Transparencies 1, 2, 3, and 4

"Personal Situational Analysis" (in Learners' Packet)

Process: Concrete Experience

Using the materials to achieve the goals and objectives, ask the participants to pair up with someone they do not know or do not know very well. Tell each person to interview his or her partner, using the questions on the "Personal Situational Analysis" (in Learners' Packet) as starter questions. Give the following instructions *verbally* and *write them* on the flip chart.

"Choose one partner and interview that person for 2–3 minutes. Then switch and have the other partner do the interviewing for 2–3 minutes.

"Interviewers should write a one-word summary of the other person on the Personal Situational Analysis sheet in the space labeled 'Analysis Summary'. Interviewers should also write a one-word description of a problem or obstacle."

Call everyone back to the large group. Have each person *verbally introduce* his/her partner to the group by stating: (1) the partner's name and position and (2) a one-word description of the other's personal situation; e.g., fun, bored, energetic, young, tired, laid back.

The leader should record on the flip chart each word used to describe the participants' personal situations as each participant is introduced by his or her partner.

Process: Reflections/Observations

When all participants have been introduced, the workshop leader should use the following discussion questions:

"What evidence, data, and observations were used to determine the status of a personal situation?" Answers might include:

- Interview content
- What the person said
- Body language
- Tone of voice
- Expressions
- Rumor
- Clothes

"How accurate and complete do you think these data are? Could you depend on these data? Why or why not?

"Could stereotyping, prejudice, personal history, or your personality style have influenced your data analysis?"

[*Note:* If the group does not respond when asked the first question, pick out a specific word from the list (preferably a funny or extreme word) and ask specifically about that word. This should be a fun, light discussion to facilitate interaction and involvement, yet be related to situational analysis.]

After 15 minutes of the 25 minutes allotted to this activity, move to the next activity by summarizing this discussion:

"We have all conducted situational analysis in our professional and personal lives. We just experienced a very quick, informal analysis of each other's personal situation."

Process: Reflections/Observations

"Before going into more depth, we will do two things at this time. First, based on this experience, how would you now define situational analysis? What have we done in the past 10–20 minutes that we could list as general principles of situational analysis?"

Obtain the responses from the group, but try to generate the following list of ideas and record them on the flip chart:

- Questions
- Focused
- Observations and data
- Interrelated parts or aspects
- Not simple; complex
- Communicate
- People-oriented
- Perceptions
- Conclusions and decisions
- Implications and consequences.

The instructor should then say the following:

Transparency 1

Situations

—Circumstances and Dilemmas
—Perplexing
—Choices

"For good communication, let me share a couple of definitions." (Show Transparency 1.)

"*Situations* are sets of circumstances, dilemmas, contexts, or environments in which Extension professionals and their publics find themselves perplexed regarding choices on future Extension program directions." (Show Transparency 2.)

Transparency 2

Situational Analysis Defined

—Process
—Sorting
—Involved publics
—Observations
—Measurements
—Values and criteria
—Interpretations
—Needs, resources, obstacles
—Improved decisions

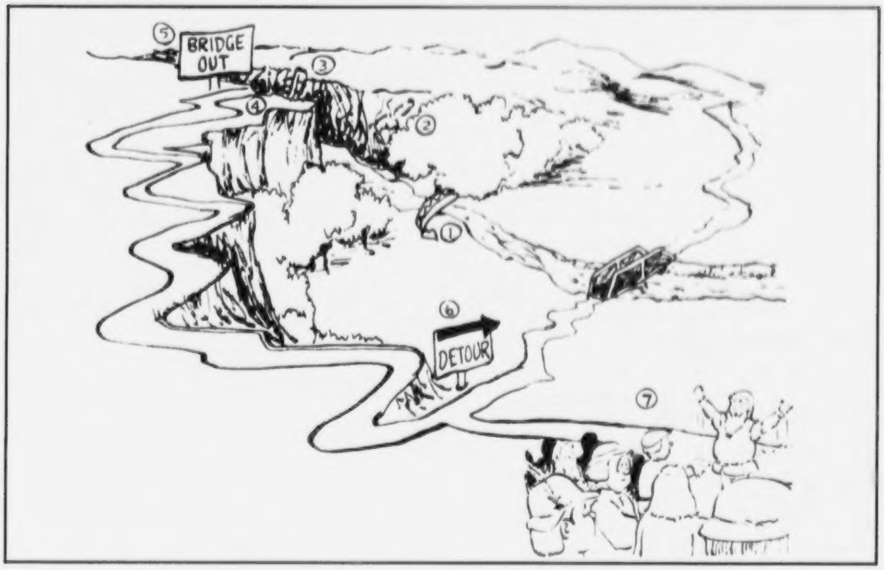
Situational analysis in Extension education program development is a process by which complex sets of circumstances are observed and separated into smaller, more manageable parts and components. When working with Extension *publics*, this process leads to more complete *observations*, *measurements*, understandings, *interpretations*, and judgments about the parts, the patterns between them, and the environment in which the situation occurs. These analyses and interpretations are made in relation to desired *values* and *criteria* and improve the program developer's *judgments* and *decisions* about *needs*, goals, *resources*, *obstacles* and *methods*.

116

"Any questions on these definitions? Do they fit, or are they consistent with what we have just experienced? Yes? No?

"Let me summarize by reviewing for you a set of perplexing circumstances, in fact, seven of them" (see Sourcebook, "Why Situational Analysis?") (See "Seven Situations" in Learners' Packet.) Show Transparencies 3 and 4.

Transparency 3



Transparency 4

Seven Situations

1. Dammed stream.
2. Accident in rocks and rapids.
3. Hanging on the cliff.
4. On the cliff's edge before falling over.
5. Sign—"Bridge Out."
6. "Detour" sign.
7. Community meeting.

The seven situations are like this:

Situation	Purpose or Decision
1. Villagers, dammed stream and flood.	Reduce flooding
2. Accident, bottom of cliff, rocks, rapids, picking up pieces.	Save and repair lives; stay in flood plain.
3. Hanging on cliff by fingertips.	Save self, if possible.
4. Notice bridge is out; on the cliff edge.	Too late for decision; panic.
5. One thousand yards back warning sign of bridge out; hard to turn back; spent energy; heavy commitment.	Ignored; push ahead.
6. One mile back detour sign; means backtracking; wastes time.	Take shorter and more dangerous route.
7. At start, general community meeting; should we take route that is most risky, scenic, and shortest or safe, slow, and dull route?	Independence; impulsiveness; uninformed decisions; take the risky one in spite of time to do surveys, analyze, and plan.

After describing the seven situations, the leader should emphasize the following:

- We have many different types of situations.
- All faced by Extension.
- Vary in lead time and crisis dimensions.
- Vary in scope and crises.
- Not all appropriate for data collection.
- Cannot deal with just one type.
- Cannot ignore those who face crises.
- Cannot give everyone a road map.

The leader then should use the following discussion questions:

"Have we faced these in Extension?

"Which ones do we want to face?

"What role does Extension want; education or crises intervention?"

After discussion, the leader should move on to the next section.

Reasons for Improving Situational Analysis

(15 minutes)

Once the group is warmed up and focused on situational analysis, the participants will be ready to learn why situational analysis is important to their work.

Responsibility

Workshop leader.

Instructional Goals

- To encourage participants to identify and share perceived obstacles and problems in effective Extension work.
- To establish or reinforce group readiness for the workshop.

Learning Objectives

1. Participants will learn about many problems and obstacles to effective programs.

2. Participants will learn the relationship between problems and the concept of situational analysis as major reasons and importance for improved situational analysis.

Materials

Flip chart

Markers

Process: Concrete Experience

The leader can introduce "Reasons for Improving Situational Analysis" by saying the following:

"We now have a basic definition of situational analysis, which we will focus on during the next two days. I indicated I wanted to do two things before we pursue the idea of situational analysis in more depth. Now, I would like you to pick up on the second item with me.

"I would like to have you think of the *obstacles* and *problems* in Extension work that prevent you from being as effective as you would like. This is the same problem(s) I asked you to identify when I wrote to you several weeks ago. Some of you had a chance to record this information on your "Personal Situational Analysis" sheet earlier. If you did not, take a minute to think of this major concern. Okay, let's hear what they are. I will write them on the flip chart."

Write the problems on the flip chart as participants give them. Keep recording until little repetition occurs. Then discuss the problems with the group and identify:

- The major categories the problems fall into.
- The meaning of the problems in relation to situational analysis.
- Whether or not these problems are reasons for improved situational analysis.

Process: Reflections/Observations

Discuss until the problems generate reasons for improved situational analysis and these reasons are relevant or connected to the participants' major work problems (see Sourcebook, "Why Use Situational Analysis?")

Problem

Example: Lack of attendance

Connection

Example: When people identify what is important to them, they will attend

Reasons

- Needs assessment
- To learn and understand
- To build support
- To identify resources
- To identify obstacles to programs

Assist the group in seeing the problems' connections and relationships as the underlying importance for the basic process described, and then summarize.

Identify Training Needs and Set Workshop Objectives

(30 minutes)

The group is now warmed up and interacting in a useful but light way. Now is the time to keep interaction going, but in a more serious and purposeful direction. Involve the group in identifying their concerns and needs. Have them agree on workshop objectives before proceeding.

Responsibility

Workshop leader.

Instructional Goals

- To have participants feel a part of program planning.
- To determine whether already set goals need clarification and modification.
- To build participant ownership of the program.

Learning Objectives

1. Participants will express what they need to learn about situational analysis.

2. Participants will affirm or modify the learning objectives.

Materials

Overhead projector and screen

Flip chart

Markers

Transparencies 5, 6, and 7

"Situation Example" (in Learners' Packet)

"Situation Checklist" (in Learners' Packet)

120

Process: Reflections/Observations

The leader could introduce training needs and setting workshop objectives by saying the following:

"Now that we have defined the basic concept of situational analysis and the reasons or importance for it, I would like for you to think back to the exercise we started with this morning. What problems did you have in analyzing the personal situation of your partners?"

Ask the group how many of the following problems they encountered. Record their responses on the flip chart.

- Knowing what questions to ask,
- Phrasing the right question,
- Getting accurate assessment,
- Knowing the meaning of answers,
- Reaching conclusions and decisions, and
- Using the results to make observations practical.

"Are these problems you have faced before? Yes? No? Which ones?

"Are any of the things discussed this morning useful to your own on-the-job situational analyses? Yes? No? Which ones"

Process

Say the following: "Given this morning's experiences and these brief definitions, let's get more specific in terms of your own on-the-job program situations and problems. In a letter to you several weeks back, I asked if you would identify and analyze one of your most recent situation statements, using the Self-Assessment form I sent you.

"You picked up your Self-Assessment form with your name tag today, and I asked you to bring your situation statement with you. Does everybody have them? How many do not have one? Raise your hands."

Hand out copies of "Situation Example" (in Learners' Packet) so all participants have one to work with. Show the same materials on Transparency 5.

Transparency 5

> **Situation Example**
>
> **Plan of Work**
>
> **Situation**
>
> Decreased commodity prices, increased production costs, and other complex economic problems continue to affect farm families. One-third of the state's 76,000 farms have high debt/asset ratios. Farmland values continue to decrease. . . .
>
> **Objectives**
>
> **Action**
>
> **Evaluation**

Process: Concrete Experience

Give the following instructions:

"Identify your statement in some way. Then, pass it to the right or exchange program situation statements with someone else.

"Compare the other person's program situation statement for 2–3 minutes against the checklist as an analysis guide." (Show Transparency 6.)

Transparency 6

> **Checklist**
>
> — Present
> — Need
> — Data
> — Severity
> — Bench mark
> — Reasons
> — Audience
> — Gap
> — Needed research

"Note the discrepancies between the situation statement and the checklist for good statements. In what ways does the statement *not* reflect the criteria on the checklist?

"Now pass the program situation statements to the right one more time to another person (not to owner of statement). Again, note any situational analysis discrepancies or gaps between the checklist, as a set of desired analytical criteria or guides, and the actual situation statement.

"Now return the situation statements to their original owners. Again, take 2–3 minutes to compare, analyze, and critique your own statement against the desired checklist. Note what you believe are gaps or areas needing improvement in your own situation statement or the implied process."

The leader then says:

"Now, I am going to assume you have notes in front of you that you have made on how our situational analysis and the resulting situation statements are inadequate; i.e., need improvements. Please share them with the group at this time. (Name) and I will record them on the flip chart.

"Who will start? Who has a second one? Another? Others? Do we have all of the main concerns?" (Keep probing until the group is done.)

Now commend the group by saying:

"You have made an excellent analysis of the problems and needs of situational analysis and, in turn, what you believe this two-day workshop should focus on. At this time, therefore, I want to share with you the objectives I have for the next two days. As you look at these objectives, I hope you will identify the differences or similarities between them and your list of concerns and needs."

Share with the group the "Learning Objectives" (in Learners' Packet) for the two-day in-service training workshop. (Show Transparency 7.)

Transparency 7

Objectives

1. Needs
2. Concept
3. Personality
4. Perspectives
5. Values
6. Involvement
7. Measurement
8. Interpretation
9. Decisionmaking
10. Communication

Again, show the Situation Statement Example on Transparency 5.

Transparency 5

Situation Example

Plan of Work

Situation

Decreased commodity prices, increased production costs, and other complex economic problems continue to affect farm families. One-third of the state's 76,000 farms have high debt/asset ratios. Farm land values continue to decrease. . . .

Objectives

Action

Evaluation

The instructor then raises the following questions:

''Any reactions to these goals I've set? Do they agree with yours? Have I included your learning needs in the list? Which ones do I need to add?''

Add or change the list according to the group's requests.

Conclude with these comments:

''Your concerns and needs and these objectives will guide our presentation and reflections. I will depend on you, as a group, to help keep me on track.

''It is now time for a break, after which I will show a videotape on the overall situational analysis model and its basic concepts. We will reconvene in exactly 15 minutes because we still have a great deal to cover.''

BREAK (15 minutes)

Understand the Situational Analysis Model

(45 minutes)

You now need to provide transition from earlier personal needs assessments, group needs assessment, general definitions, and goal setting to the first of the key instructional units on the situational analysis model.

Responsibility

Workshop leader.

Instructional Goals

- To reinforce the overall, general situational analysis model to the group, using both verbal and visual modes.
- To clarify the participants' questions about the situational analysis model.

Learning Objectives

1. The participants will know the 16 basic phases of the situational analysis model.

2. The participants will know the four key phases of the model.

3. Participants will be able to relate this broader understanding of the overall model to the earlier identified concerns and their program situations.

Materials

VHS video player and monitor

Overhead projector and screen

Transparencies 8, 9, 10, 11, 12, and 13.

"The Dubbing of Sir Vantage," videotape

"Situational Analysis Model" (in Learners' Packet)

The Dubbing of Sir Vantage comic book (in Learners' Packet)

Process

As a transition to this new unit, say:

I think it is apparent that you have a good idea of situational analysis. To define situational analysis more specifically, to discuss problems, and to show you an overall model or way of questioning, thinking about, and organizing situational analysis, I want to show you a videotape that will give an overall strategy on how we can deal with analyzing the problems we just identified and achieving the goals listed before the break.

"This model will help manage and make sense of the great amount and variety of data available to us. By organizing our questions and our data collection, we then can analyze systematically, interpret, and make decisions based on a logical, documented process. The results then can be used to write situation statements for major program plans and annual plans of work."

Refer participants to the "Situational Analysis Model" (in Learners' Packet).

Give the following introduction:

"Looking at the "Situational Analysis Model," notice three types of phases of the model (preparation, implementation, and concluding). Particularly note Phases 4, 5, 6, and 9 on personality styles, perspectives, value orientations, and involvement processes, respectively. The videotape we are about to watch will present this overall model. See if you can pick out the 16 phases, or the key ones. We will focus on Phases 1 through 7 today and on Phases 8 through 16 tomorrow [or *(other date).]*

"While watching the videotape, take note of the many phases and the four key ones and write down your questions, given our identified needs and goals. We will discuss these later."

Process: Concrete Experience

Show the videotape, "The Dubbing of Sir Vantage" (20+ minutes).

Process: Reflections/Observations

Generate discussion and reflection by saying: "Could you relate to the video? Yes? How? No? Why not?

"Think of and note one or two ideas you believe might be useful." (Allow time for thinking.)

"Think of and note one or two questions or earlier expressed needs that still concern you." (Allow time for thinking.)

"What items are worth considering? Can you give an example from your own work that illustrates this point?" (Discuss.)

"How about further concerns or problems with the overall model or phases?" (Discuss.)

Again, refer participants to the "Situational Analysis Model" and Transparencies 8, 9, 10, 11, and 12 to illustrate.

Transparency 8

Situational Analysis —
Key Phases

— 4 Perspectives

— 7 Value Orientations

— Personality

— Involvement and Data Processes

Transparency 9

Personality

— Introversion–Extraversion
— Intuition–Sensing
— Feeling–Thinking
— Perceiving-Judging

Transparency 10

Four Perspectives

— Societal/Community
— Extension Organization
— Clientele
— Professional Self

Transparency 11

Value Orientations

— Social
— Health
— Economic
— Education
— Environmental
— Political
— Psychological

Transparency 12

Involvement and Data Processes

— Involvement
— Questions
— Data
— Analysis
— Interpretation
— Decisions

Keep the discussion at this point rather short (10 minutes) so that you do not have to foreshorten the following learning experiences. If questions are still unanswered, say that most questions should be answered in the upcoming program segments.

Then, end this section on understanding the situational analysis model by referring to the comic book, *Dubbing of Sir Vantage* (in Instructional Aids), and saying:

"This comic book summarizes the videotape. To complete this discussion, let me review the 'road map' to effective use of this Situational Analysis Model." (Show Transparency 13.)

Transparency 13

Situational Analysis

Preparation Phases:
— Boundaries
— Focus
— Leadership
— Personalities

Implementation Phases:
— Perspectives
— Value orientations
— Questions
— Publics
— Involvement
— Data

Concluding Phases:
— Interpret
— Priority problems
— Reflect
— Learner needs
— Objectives
— Report

Phase 1: Establish *boundaries* for the situation to be analyzed:

- County,
- Neighborhood,
- Dairy farmers, or
- Vegetable growers.

Phase 2: Set purpose, focus, and questions:

- Needs for and obstacles to change among government officials.

124

Phase 3: Identify key leadership for planning and conducting analysis:

- County Board/Extension committees,
- Program specialist, and
- Extension agents.

Phase 4: Know whether *personality styles* are:

- Outward or inward,
- For detail or ideas,
- Emotional or thinking, or
- Decisive or flexible.

Phase 5: Delineate four *perspectives:*

- Societal/Community,
- Extension Organization,
- Clientele, and
- Professional Self.

Phase 6: Decide which, if any, *value orientations* fit or need attention or inquiry in each of the four perspectives, and which will serve as sources of criteria for later interpretation.

Phase 7: Decide what *questions* need to be asked and answered in each of the four perspectives and seven value orientations.

Phase 8: Decide the *publics*, if any, who need to be involved in the situational analysis:

- County boards,
- Department of Natural Resources,
- Soil Conservation Service,
- Extension water specialists, or
- Economists.

Phase 9: Decide on *involvement* strategies, techniques, and target publics for asking, answering, analyzing, and deciding on priorities and objectives:

- Meetings,
- Councils,
- Surveys,
- Volunteer groups, or
- Other.

Phase 10: Collect the answers (i.e., data, measurements, observations).

Phase 11: Compare and interpret answers to criteria and standards established earlier, or which now need to be established.

Phase 12: Decide and *conclude* on high-priority trends, problems, obstacles, resources, and support.

Phase 13: React, reflect on, and perhaps even reanalyze some of the findings and conclusions.

Phase 14: Decide on *learner needs*, if problems and obstacles are to be solved or overcome.

*Phase 15:*Set *learner objectives*/impact indicators for program(s) to be offered.

Phase 16: Review, write *report*, and act:

- Use;
- Describe concisely the situation and analysis results; and
- Make commitments to needed actions.

Getting Started — Phases 1, 2, and 3

(45 minutes.)

You have now taken participants through personal needs, goal setting, group orientation, definitions, and general overall concepts. The participants now move into the first 3 of the 16 phases of the model.

Situations can be small or infinite. Any set of circumstances people are facing requires definitions, or boundaries, and focus. Without a purpose to the analysis, the whole exercise will be meaningless. So strive hard to get participants started right.

Responsibility

Workshop leader.

Instructional Goals

- To clarify the nature of situational boundaries.
- To relate the boundaries to the real world.
- To have participants sharpen and clarify the focus of their analysis.
- To have participants discuss the different effects the purposes have on eventual analyses.
- To start participants thinking of leadership for the analysis.

Learning Objectives

1. The participants will be able to identify elements and issues that can limit the situation being analyzed.

2. The participants will see the practical importance of limiting the situation to be analyzed.

3. The participants will be able to define and apply the elements that can limit their own situations to make their analyses more practical and manageable.

4. The participants will learn different situational analysis purposes.

5. The participants will learn the effect of different purposes on analyses.

6. The participants will identify leaders for analysis.

Materials

Overhead projector and screen

Markers

Transparencies 14 and 15

"Analysis Preparation Worksheet" (in Learners' Packet)

Sourcebook, "Subunit 1. Preparation Phases."

Process: Concrete Experience

To achieve the objectives, using the listed materials, get the participants to create a visual picture of limiting the situation to be analyzed. The following might be used to introduce the unit.

"So far, we have defined basic situational analysis, its purposes and importance, and needs and objectives for this workshop. To begin understanding the model and its application, we need to think of a specific, concrete situation. Let us start with Adams County. (See Sourcebook, "Why Use Situational Analysis?").

"The Extension staff has decided to do long-range planning. What tangible boundaries can you suggest to them to narrow the situation they analyze?" [Subject matter, clientele, organizational, geographic, and time element.]

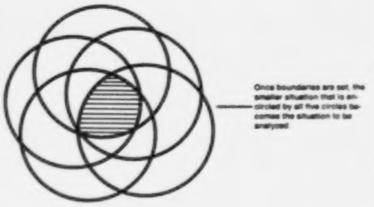
Refer to the "Analysis Preparation Worksheet" (in Learners' Packet). (See also, Sourcebook, "Phase 1: Define Boundaries.") Have participants start by drawing a circle, representing a boundary, with a label as to what is included in the circle; then have them draw a second overlapping circle representing the next boundary, then a third, and so forth.

Process: Reflections/Observations

The discussion that follows the experience of drawing circles can use the following questions as a guide (use Transparency 14):

"How important and practical are boundaries?

Transparency 14


Once boundaries are set, the smaller situation that is encircled by all five circles becomes the situation to be analyzed

"How rigid are these boundaries?

"Do the boundaries tell us anything about the situation?

"Can we be *flexible* in using the boundaries?

[**Caution:** Do not let boundaries become fences; allow interdisciplinary issues to evolve from the analysis.]

"Do they help sharpen the focus of the analyses?"

Check on questions the participants have about the boundaries or their relevance before proceeding. Then move on to focus or purposes of situational analysis by saying:

"As professionals we are obligated to be purposeful and to be as effective and efficient as we possibly can by knowing what we want to achieve before we decide how we are going to achieve it.

"Oftentimes, many times in fact, we like to waste a Sunday afternoon. However, on Monday morning, we cannot afford that, can we?

"So, *purposes* of situational analysis become critical. They set our directions. They make every moment of time well managed. Many analyses are not purposeful. Often, we are satisfied with just looking or studying, but we are unsure of what is to come out of the activity. Therefore, here are the purposes for situational analysis." (Show Transparency 15.)

Transparency 15

Purposes for Situational Analysis

— Needs assessment

— Determine and develop resources

— Learn and understand

— Build support

— Identify program obstacles

"Please take a moment at this time and rank these purposes in order of importance (to Adams County/your situation). Once you have ranked them, please consider why you feel the purpose you have chosen as the top priority is more important than the others."

Allow participants 3–4 minutes to rank and derive reasons for their rankings. When this time period is up, ask participants to share their rankings at group tables and have them explain to others why they rank these purposes as they do. Then, depending on time and flow of discussion, ask for a report from each table on what purposes have evolved as being of higher priority in situational analysis. List these on the flip chart.

Process: Reflections/Observations

At this point, wind up the discussion on purposes and focus by asking the group to identify the principles of setting focus and purposes of analyses. You might elicit the following:

- Adds to efficiency.
- Makes us more professional.
- Enhances cooperation from others.

Eventually, all situational analyses will involve many people, even if it is to answer a questionnaire or survey as part of the analysis. However, at the beginning, it is critical that the key persons who are to lead and manage the analysis are identified. At this point, help the participants identify key leadership by saying something like the following:

"Depending on how broad or narrow your analysis is, and how much time you have to complete it, we need to have each of you identify the key leadership that you feel has to be involved in planning the situational analysis. Please take a few minutes, then list on your worksheet the specific names and positions of the Extension professionals or non-Extension people who would make up the key steering committee or task force that guides the analysis."

Encourage the participants to identify persons from their County Extension committees or Extension advisory councils, county boards, district Extension leadership, clientele, and Extension program-planning specialists.

Have participants share their lists. They also should explain the importance of having these persons on the committee; the contributions that each person can make, if the group is of the right size; and whether or not these persons would be interested in being on the committee.

Once each table has shared its key leadership groups, a general group discussion can be conducted to wind up this unit.

LUNCH: 1 hour.

Personality Styles and Situational Analysis— Phase 4

(45 minutes)

We are ready to move to the first key phase of the situational analysis model that deals with personality styles and their effect on the situational analysis process. Personality style is not necessarily a way of sorting or analyzing a situation, nor is it the process itself. However, it is a primary precursor because all of us are humans, have personality styles, and are the ones who are analyzing the situation.

Responsibility

Workshop leader

Instructional Goals

- To assess participants' personality styles.
- To have the participants develop a better understanding of individual personality differences.
- To have participants understand how personality styles, in general, and their own styles relate to and affect a situational analysis.

Learning Objectives

1. Participants will know their own personality styles.

2. Participants will know how their personality styles can affect situational analysis.

3. Participants will know strategies for overcoming or balancing various effects of personality styles on situational analysis.

4. Participants will identify their own personal steps to overcome weaknesses in their styles of doing analysis.

Materials

Overhead projector and screen

Flip chart

Markers

Transparencies 9, 16, 17, 18, 19, 20, and 21

"Personality Style Inventory" (in Learners' Packet)

128

"Personality Styles Worksheet"—(in Learners' Packet)

Copies of "Discussion Card" (in Learners' Packet)

Sourcebook, "Subunit 1. Preparation Phases"

Process

Start the discussion with the following statement:

"We have looked at the boundaries and purposes of situational analysis and at how to identify key leaders. We are ready now to move to *Phase 4* of the situational analysis model, which deals with personality styles."

Process: Concrete Experience

The participants should have received their personality inventories with their name tags and situational analysis self-assessments prior to this session.

"Each of you has taken a personality inventory before this meeting and has a score on each of the four personality scales." (Show Transparency 9.)

Transparency 9

Personality

- — Introversion–Extraversion
- — Intuition–Sensing
- — Feeling–Thinking
- — Perceiving–Judging

"Let us look at these scores together for a few minutes. On the introversion–extraversion scale, how many of you scored high on introversion? How many of you scored high on extraversion?" [Make general summary comment.]

"On the intuition–sensing scale, how many of you scored high on intuition? How many of you scored high on sensing?" [Make general summary comment.]

"On the feeling-thinking scale, how many of you were high on feeling? How many of you were high on thinking? [Again, make general summary comment.]

"On the perceiving–judging scale, how many of you scored high on perceiving? How many of you scored high on judging?" [Again, make general summary comment.]

"Now, let us do one more thing in terms of knowing who we are and what we are like. These four scales, in combination with each other, create 16 possible personality styles. Let us quickly see what our group distribution pattern is."

Transparency 16

Personality Styles Grid

ISTJ	ISFJ	INFJ	INTJ
ISTP	ISFP	INFP	INTP
ESTP	ESFP	ENFP	ENTP
ESTJ	ESFJ	ENFJ	ENTJ

Have the 16-cell "Personality Styles Grid" (in Learners' Packet) of types on the flip chart or an overhead (show Transparency 16), and ask for a show of hands to find the number of participants in each cell.

"What can we learn from this distribution?" Solicit answers like:

- We are all different,
- Even in Extension, we are not all alike.
- Local people, researchers, and politicians will certainly differ.

"Well, how can we expect all of us to approach situational analysis the same way? We cannot!

"Let me make a few general comments on our personality styles before continuing."

As the workshop leader, prepare yourself by reviewing (if necessary) the personality types and their effects. Use the Sourcebook ("Subunit 1. Preparation Phases") as a key reference, along with other references in the Selected Annotated Bibliography.

Then, use the following lecturette outline on personality styles, as necessary, or as time permits, along with transparencies 9, 17, 18, 19, 20, and 21, which highlight the outline's key points. The transparencies will serve as visual aids for the participants and as cue cards for you.

Personality Styles Lecturette

I. The personality style concept
(Show Transparency 17.)

Transparency 17

Personality Style
— No right/wrong
— All modes
— Flexible

A. Individuals differ.

1. No "right" or "wrong" or good or bad styles, just different styles.
2. Everyone has all modes of the different styles within their personalities. Different degrees or strengths of each mode combine to produce our individual styles.
3. Styles are flexible. Since we have all aspects of style within us, if a situation calls for action or perception in a nonpreferred way, we can adapt.

B. Your (the Extension professional's) own personality style.

1. Personality style affects how we involve publics, what we consider meaningful information, how we communicate with others, and what kinds of work we prefer.

continued

C. Personality styles of others affect situations in which we are involved.

1. Clientele—sensitive and successful interactions with clientele will be more likely if Extension professionals are aware of personality style differences.
2. Extension organization—internal office and administrative relationships and communications will be more effective and comfortable, if personality styles are understood and considered.

II. Carl Jung's Personality Styles

(Show Transparency 9.)

Transparency 9

Personality

— Introversion-Extraversion

— Intuition-Sensing

— Feeling-Thinking

— Perceiving-Judging

A. Introversion-Extraversion

B. Intuition-Sensing

C. Feeling-Thinking

D. Perceiving-Judging

III. Personality Style Scales

A. Introversion-Extraversion

1. People vary in their relative interest in their inner (introversion) or outer (extraversion) worlds.
2. *Introverts* are interested in the inner world of concepts and ideas.
3. *Extraverts* are more involved with the outer world of people and things. (Refer the participants to the descriptions of each dimension in their own personality inventory scores and the strengths and weaknesses of each mode as you talk about each dimension.)

continued

4. Review the description of introverts–extraverts and their strengths and weaknesses. (Show Transparency 18.)

Transparency 18

Introversion	**Extraversion**
Careful	Involves others
Diligent	Open
Ideas	Action oriented
Works alone	Impulsive
Communication	Impatient

B. Intuition–Sensing

1. People vary on how they see the world.
2. Intuition is a perceiving process. Unconscious ideas are associated with outside perceptions. Intuitive perceptions range from a mere "hunch" or "flash of insight" to creative art or scientific discovery.
3. Sensing is perceiving directly through the five senses.
4. Review the description of intuitives–sensors and their strengths and weaknesses. (Show Transparency 19.)

Transparency 19

Intuition	**Sensing**
Overall	Detail
Future	Practical
	Systematic
Detail	
Logic	Complications
Actual	Dislikes new

C. Feeling–Thinking

1. This scale contrasts two different ways of coming to conclusions.
2. Feeling emphasizes appreciation, bestowing on things a personal, subjective value.
3. Thinking emphasizes rational, logical, and impersonal findings.

continued

4. Review the description of feelers–thinkers and their strengths and weaknesses. (Show Transparency 20.)

Transparency 20

Feeling	**Thinking**
Considers others' values Consensus builder	Logical Organized Critical ability Objective
Less logical Subjective Unorganized	Others' wishes Interpersonal skills

D. Perceiving-Judging

1. This scale differentiates between a perceiving attitude and a judging attitude in dealing with the world and the inputs received.

2. The perceiving attitude shuts off judgment and wants to gather more evidence and be open to new developments.

3. The judging attitude shuts off perception and considers the case closed with anything more being irrelevant and unimportant.

4. Review the description of perceivers–judgers and their strengths and weaknesses. (Show Transparency 21.)

Transparency 21

Perceiving	**Judging**
Curious Open Flexible	Decisive Plans Orderly Task oriented
Indecisive	Unyielding Too decisive Plan oriented

Refer participants to the "Personality Styles Worksheet" (in Learners' Packet).

Process: Concrete Experience

Allow 3–5 minutes for the participants to read the worksheet.

Discuss each personality with the total group. Solicit participants' reactions to each of the two agents, by asking the following questions.

Process: Reflections/Observations

"What were Betty's strengths and weaknesses in the situational analysis? What were Tony's?

"What could Betty do individually to improve her analysis? What could Tony do?

"Since they work in the same office, how could Betty and Tony help each other improve their weaknesses and their overall effectiveness?"

Process: Active Experimenting

To complete this section on personality styles, use small group discussion to give participants an opportunity to apply the ideas learned to situational analysis. Introduce this activity by stating: "Now we are going to apply these individual differences to situational analysis."

Assuming your training group is relatively small (less than 20 people), divide the group into four small groups by having everyone count off from one to four. Instruct the participants to move into their assigned groups. Then assign:

- Group 1, introversion–extraversion scale.
- Group 2, intuition–sensing scale.
- Group 3, feeling–thinking scale.
- Group 4, perceiving–judging scale.

Write the following question on the flip chart and give a Discussion Card (in Learners' Packet) to each discussion group:

How would one or the other of the two modes of personality styles, in the scale assigned to your group, affect people's involvement in collecting data, data analysis, and making decisions on educational objectives?

Have the four groups discuss the question for 10 minutes.

If you have a large training group (more than 20 people), you might want to subdivide each personality scale into two groups, resulting in eight small discussion groups. Or, you might ask the members of each of the four groups to divide up according to their own personality style. For example, in the feeling–thinking group, all the people assessed as feelers would form a subgroup, and all the people assessed as thinkers could form a subgroup, with each subgroup discussing how that personality style mode might affect situational analysis.

After 10 minutes (depending on available time) of small group discussion, call the groups back together.

Process: Reflections/Observations:

First, have each group report briefly (1–2 minutes) what they discussed about personality styles and their effects on situational analysis. Then ask the total group open-ended questions about their discussion such as:

"What do you think are the key points about how personality styles can affect situational analysis?

"What can each mode do to strengthen its analysis?

"What types should each of us combine with for more complete, systematic analysis?

"Is there any one style you found to be especially helpful or hindering to situational analysis?

"How can we use this knowledge of personality styles to improve the way we analyze situations?

"Can any of you give an example of how you believe you have already adapted or improved?"

Write key points on the flip chart as they are discussed. The following ideas and implications are ones that you will want to elicit from the discussion group:

Introverts—tend to analyze situations on their own and not involve others enough.

Extraverts—will be good at involving others, but might have more difficulty coming up with independent analyses and decisions.

Intuitives—will be good at seeing the "big picture" and coming up with creative ideas during analysis and decision-making, but might not pay attention to details and practical considerations.

Sensors—will be good with details and practical considerations, but might have difficulty seeing the possibilities in a complicated situation.

Feelers—will be good at understanding feelings and values, but might not be very organized or logical in the situational analysis process.

Thinkers—will be organized, logical, objective, and analytical, but might not be sensitive to people's feelings or values.

Perceivers—will be flexible, open, and able to see all sides of issues, but might be indecisive and not likely to make plans.

Judgers—will be decisive, orderly, and good planners, but might be inflexible, judgmental, and make decisions without sufficient data.

Process: Abstract Conceptualizing

"Now, one final question. What general conclusions can we make about the effects of our personality styles on situational analysis?"

Write the conclusions on the flip chart as they are given. Summarize them and then move on to the next unit.

Increase Understanding of the Four Perspectives—Phase 5

(60 minutes)

Once the preparation phases are completed (i.e., participants know the boundaries, focus, and personalities of key people to be involved in the analysis), participants are ready to move on to the *implementation* phases or actual analysis. The four perspectives are the first way to separate the situation being analyzed into manageable parts, so be sure to emphasize their importance and get participants off on the right track.

Responsibility

Workshop leader

Instructional Goals

- To clarify the concept, purpose, and effects of the four perspectives as presented in the situational analysis model.
- To relate the four perspectives to participants' everyday work.
- To introduce case study material.

Learning Objectives

1. The participants will be able to identify the four perspectives.

2. The participants will be able to give examples of the four perspectives from their own work situations.

3. The participants will know how the four perspectives affect their analysis of situations.

Materials

VHS videotape player and monitor

Flip chart

Markers

Overhead projector and screen

Transparencies 10, 13, 22, 23, 24, 25, 26, 27, and 28

"Four Perspectives Worksheet" (in Learners' Packet)

Videotape, "Adams County Perspectives"

"Four Perspectives Role-Play Sheets" (in Learners' Packet)

Adams County Examiner newspaper on case study (in Instructional Aids)

Sourcebook, "Subunit 2. Implementation Phases"

Process: Reflections/Observations

To provide good continuity and transition, briefly review the day's progress. On the flip chart or Transparency 13, indicate that participants were introduced to the overall situational analysis model; looked at boundaries and focus or purposes of situational analysis; identified key leaders; and studied personality styles. You will be addressing the four perspectives next. (Show Transparency 13.)

Transparency 13

Situational Analysis

Preparation Phases:
—Boundaries
—Focus
—Leadership
—Personalities

Implementation Phases:
—Perspectives
—Value Orientations
—Questions
—Publics
—Involvement
—Data

Concluding Phases:
—Interpret
—Priority problems
—Reflect
—Learner needs
—Objectives
—Report

The four perspectives section of the workshop will consist of:

- Reference to and review of the *Adams County Examiner* newspaper.
- Viewing the "Adams County Perspectives" videotape (or role-play).
- Discussion of perspectives examples.
- A summary lecturette on the four perspectives (as needed or as time permits).
- Looking at how the perspectives fit participants' own situations.

Phase 5: Delineate Four Perspectives could be introduced as follows:

"We are now ready to look at the four perspectives of Phase 5 of the Situational Analysis Model. We will separate the total situation into four parts, each of which can be examined in more depth." (Show Transparency 10.)

Transparency 10

Four Perspectives
— Societal/Community
— Extension Organization
— Clientele
— Professional Self

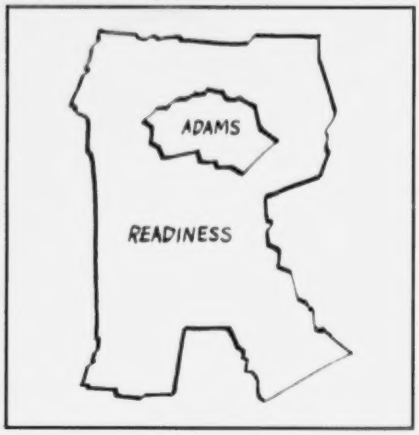
"To do this, we will go to Adams County in the State of Readiness, U.S.A." (Show Transparency 22.)

Transparency 22

UNITED STATES
ALASKA
HAWAII

"There has been some confusion and disagreement among geographers as to just where the State of Readiness is located, whether it's in the east, southeast, west, southwest, or midwest, but, fortunately, that is not our question today. Our focus is on Adams County within that state." (Show Transparency 23.)

Transparency 23



"Prior to this workshop, each of you received a copy of the weekly newspaper, *Adams County Examiner.* This was one way to begin introducing you to the community and its people and staff. Please take out your copy of the *Examiner* and review it for a few minutes. Are there any comments you would like to make or questions you would raise at this point? Do you see evidence of several of the four perspectives in the articles?

- Societal/community?
- Extension organization?
- Clientele?
- Professional self?

"Can you give me examples of articles or other items in the paper that represent each perspective?

"Why do you believe that article or item is an example of that perspective?

"Does the article or item give evidence of problems?

"Does the article or item give evidence of an obstacle?

"Does the article or item give evidence of criteria or priorities?

"Does the article or item give evidence of resources?

"Does the article or item give evidence of trends?

"How do the different articles/items compare?

"How do they interrelate with each other?"

Discuss for several more minutes, just to get participants started in their thinking about the Adams County community case study. You will return to it later.

[*Note:* As the workshop leader, you have two options: (1) show the videotape, "Adams County Perspectives," or (2) use role-play. If you show the videotape, proceed with Option 1. If you choose role-play, proceed with Option 2.]

Option 1: To proceed with the videotape, the leader should say:

"For the moment, let us leave the newspaper. We will return to it in a few minutes. I would like to provide you now with other background information on Adams County. We are in luck. For our purposes today, we are fortunate that Sir Vantage recently visited this county and not only took a lot of surveys and talked to a lot of people, but he also took his new video camera along. I would like to show you some of this footage now. Coincidentally, to illustrate the model's four perspectives, Vantage gave us four segments of video, which we will show now.

"As you view these segments, record on your 'Four Perspectives Worksheet' (in Learners' Packet) which of the four perspectives you are watching. Then note questions, answers, and comments on your sheet as you continue to watch. Compare your different observations on each film segment. We will discuss these after the viewing."

Start the videotape and show the first perspective to the participants.

Option 2: Conduct four role-plays of the societal/community, Extension organization, clientele, and professional self perspectives. This option requires advance preparation (see "Preworkshop Preparation, Decide on Training Responsibilities") to assign roles and provide background information to the role players. But role-playing also increases the participants' involvement in the activity and might likely increase participant enthusiasm.

The leader should use the "Four Perspectives Role-Play" sheets in the Learners' Packet to prepare participants for the role-play. The leader can send the appropriate "Perspectives Role-Play" sheets and a brief explanation of the purpose of the role-play to the role players prior to the workshop, once the leader has recruited them.

To proceed with the role-play, the leader should say: "For the moment, let us leave the newspaper. We will return to it in a few minutes. I would like to provide you now with other background information on Adams County. To illustrate the model's four perspectives, some of our participants will do some role-playing.

"As you view each role-play, record on your 'Four Perspectives Worksheet' (in Learners' Packet) which of the four perspectives you are watching. Then note questions, answers, and comments on your worksheet as you continue to watch. Compare your different observations. We will discuss these after the role-play."

Have the role-players perform the first perspective for the participants. Allow 5–10 minutes for each of the four role-plays.

Stop after the first segment of the videotape (or after the first role-play), ask questions, and discuss and clarify what was shown:

"What perspective was represented?

"What does the perspective provide you with?

"What doesn't it provide you with?

"What does that perspective offer in terms of understanding the situation?

"What is different or unique about each perspective?

"Is there any part you would like to see again?

"How do you use information from that perspective?"

Continue this section on the four perspectives by viewing each of the remaining three videotape segments (or the remaining three role-plays). Stop after each one, ask questions, and discuss and clarify.

Process: Reflections/Observations

Whichever option (videotape or role-play) is used, after presenting the concrete examples of the four perspectives, lead the following discussion (approximately 10 minutes) of the four perspectives.

"Let us discuss these four perspectives and their use in situational analysis. Take a few minutes at your tables and recollect."

Then ask: "Did the four perspectives raise different questions or give different views and data on the program situation? What are these differences?"

Process: Abstract-Conceptualizing

"As a way to start organizing and interpreting the mass of information you receive about a problem or a situation, does it make sense to break the information into the four perspectives? Why? Why not?"

Complete the discussion. Then instruct the participants to think about their own county (or program area) situations and complete the rest of the "Four Perspectives Worksheet" with a specific problem or situation in mind. (Allow 10–15 minutes for this individual work.)

Have participants count off from one to five (vary the numbers of the counting to maintain about five persons per group) and move into small groups.

Instruct the small groups to discuss the following questions (the leader should write the questions on the flip chart so that the groups can refer to them throughout their discussion):

"Why are the views of the people in your situation different?

"How can you use these four perspectives to help you identify questions and collect needed situational data?"

Allow 15–20 minutes for small group discussion. Then ask each group to report some of their answers to the large group.

The leader can facilitate a large group discussion of the ideas presented.

As necessary and as time permits, complete the perspectives unit with a general discussion or lecturette. Use the following outline, or parts of it, as a way of summarizing ideas and uses of the four perspectives.

Four Perspectives Lecturette

Four perspectives influence any program situation in which Extension professionals are involved. (Show Transparency 24.)

Transparency 24

	MACRO	MICRO
External	Societal/ Community	Clientele
Internal	Extension Organization	Professional Self

I. The Societal/Community Perspective
(Show Transparency 25)

Transparency 25

Societal/Community
- — Policies
- — Laws
- — Other agencies
- — Budgets
- — Needs
- — Census
- — Elections
- — Surveys
- — International
- — Media

A. *Macro external.* The questions, variables, data, influences, and factors in this perspective are external to Extension and yourself, and are larger, broader, or more macro than the target clientele. It is the *larger context* in which clientele, Extension, and self exist, and thus is the logical boundary or basis for much or most of what we do or do not do.

continued

1. National and international factors in the economy, politics, the environment, and social problems and issues influence and provide a context for all situations.
2. County and community influences/factors, such as politics, budgets, laws and regulations, recreational opportunities, educational systems, and health concerns, play a major role in the Extension professional's situations.

II. The Extension Organization Perspective
(Show Transparency 26.)

Transparency 26

Extension Organization

— Policies

— Budgets

— Smith-Lever Act

— Mission

— State and national priorities

— Methods

— Staff qualifications

— Support

— Studies

— Research

A. *Macro internal.* The questions, variables, data, influences, and factors in this perspective are internal to Extension, but are broader or more encompassing than your individual professional role and responsibilities. Again, it serves as a logical basis or boundary for what we as professionals do or do not do.

1. Smith-Lever Act, Morrill (land-grant institution) Act, and other laws or mission statements for land-grant institutions and Extension.
2. The educational mission and role of state Extension services in fulfilling the missions and mandates of land-grant institutions.
3. Informing local people about new research.
4. Your state CES long-range goals, mission statements, and priorities.
5. The organizational climate or attitude of CES nationally and in your state, district, and county.
6. The research, resources, and people available to assist you in delivering a program.
7. The methods and materials available for delivering programs.

continued

III. The Clientele Perspective
(Show Transparency 27.)

Transparency 27

Clientele
— Requests
— Observations
— Media
— Knowledge
— Practices
— Surveys

A. *Micro external.* Questions, variables, data, influences, and factors are external to Extension and yourself and are specific to the individuals and groups to whom an Extension program could be targeted. Thus, given the larger parameters of society and Extension, this perspective can become the focus of situational analysis.

1. The clientele perspective consists of the attitudes, skills, practices, knowledge, values, and beliefs of target audiences or potential learners, such as farm families, youth leaders, or small business owners.
2. "Walk a mile in the other person's shoes" is a popular way of expressing the idea of analyzing the clientele perspective.
3. Clientele are a major focus of program decisions. Therefore, understanding the clientele perspective is a high priority.
4. Each client has his or her analysis and interpretation of his or her situation that needs to be understood by Extension educators.

IV. The Professional Self Perspective
(Show Transparency 28).

A. *Micro internal.* The questions, variables, data, influences, and factors of this perspective are internal to the Extension organization and your own individual professional self.

Transparency 28

Professional Self
—Job description
—Education
—Experiences
—Values
—Style

continued

141

1. Includes your own values, beliefs, skills, knowledge, attitudes, experiences, personality style, and motivations as an Extension professional.
2. Your values and biases affect your decisions on educational program goals and objectives.
3. How you personally interact with, and react to, situations and deal with publics, problems, and colleagues will influence any situation in which you are involved.

Finish the unit by saying:

"I realize this does not give us the whole situational analysis process yet, but perhaps it has given us a start toward breaking down the situation into more manageable parts. In *Phase 6: Decide Value Orientations That Need Inquiry* and *Phase 7: Identify the Questions,* we will continue sorting, separating, and understanding each of these perspectives."

Release the group for a 15-minute break. Remind them that it is a short one.

BREAK (15 minutes)

Learn About and Use Value Orientations—Phases 6 and 7

(60 minutes)

At this point in the workshop, Phases 6 and 7 of the situational analysis model will be discussed. As the Sourcebook says ("Subunit 2. Implementation Phases"), many category systems have been proposed as ways to help sort out complex community and clientele systems. The category system proposed here is one based on basic and prevalent value orientations. Those orientations say what people believe "should be" and are screens through which Extension educators and publics review their observations and measurements. The orientations are naturally existing categories from which criteria (the standards against which data and observations are interpreted) and needs evolve and are used as a basis for decisions and judgments.

Responsibility

Workshop leader

Instructional Goals

- To develop the participants' understanding of the value orientations phases of the situational analysis model.
- To clarify the participants' personal value within the value orientations presented in the situational analysis model.
- To keep the group active and involved in the learning process.
- To involve participants in identifying a list of analytical questions.

Learning Objectives

1. Participants will understand the importance of value orientation categories for developing analytical questions in each of the four perspectives.

2. Participants will learn the benefits of teamwork in developing analytical questions across different orientations.

3. Participants will understand the importance of value orientations and categories as a means of analysis.

4. Participants will identify which of the seven value orientations are most important to them.

5. Participants will identify the rank-order importance of the seven value orientations.

6. Participants will understand and analyze why the value orientations are important to them in the rank order they develop.

7. Participants will identify and know the questions to use in analyzing data.

8. Participants will be able to analyze information and data about a situation by using both the four perspectives and the seven value orientations.

Materials

Overhead projector and screen

Flip chart

Markers

Masking tape

Transparencies 11, 29, 30, and 31

Value Orientations posters (in Instructional Aids)

"Value Orientations Card" (in Learners' Packet)

"Values Dilemma Worksheet" (in Learners' Packet)

"Value Orientations Worksheet" (in Learners' Packet)

Sourcebook, "Subunit 2. Implementation Phases"

Process: Concrete Experience

As the workshop leader, prepare yourself by reviewing (if necessary) the seven value orientations and their effects.

Prior to the workshop, or during the break, tape the seven Value Orientations posters on the walls of the room. Space them so that they are on all four walls, if possible, and are visible to anyone walking around the room.

Give a brief (10-minute) review of and introduction to the value orientations. Use the following statement, lecturette outline, and the corresponding overhead transparencies (29, 11, and 30).

"We have just finished looking at four perspectives, but this did not necessarily tell us how to analyze each of them to obtain meaning and direction. So, to continue developing our model, we are now going to turn to *Phase 6: Decide Value Orientations That Need Inquiry.*"

Value Orientation Lecturette

"Let us begin this discussion by asking a question. Based on your recollection of the videotape on the model or your own experiences, why do you suppose I am proposing this phase? What is this phase expected to accomplish?"

Involve the group and solicit from them the following types of responses:

- To separate each of the four perspectives into more manageable parts.
- To reduce complexity.
- To know categories of questions to ask.
- To know what types of data to collect or observe.
- To identify criteria and bases for data interpretation.

continued

143

- To identify bases for needs.
- To know segments of community or Extension departments to involve and contact.
- To identify conflicts and reasons for conflicts.
- To ensure that no aspect of the four perspectives is neglected or "falls through the cracks."

"Any others?"

"Okay, you have done a good job. This list says we need a starting point for our questioning, inquiry, and analysis. We need a way of understanding each of the four perspectives through systematic observing and interpreting. To obtain this systematic inquiry, we need categories." (Show Transparency 29.)

Transparency 29

Past Categories:

—Program areas
—Disciplines
—Broad concept areas
—Community functions
—Institutions
—Learners

"Past proposed categories have been (read from the transparency or could be solicited from the group)."

Show Transparency 11.

Transparency 11

Value Orientations

—Social
—Health
—Economic
—Education
—Environmental
—Political
—Psychological

continued

"The proposed seven value orientations in the Situational Analysis Model are (read from the transparency)."

"Value orientations are sets or categories of basic belief systems that guide individual and collective thinking and behavior. (Show Transparency 30.)

Transparency 30

Reasons for Value Orientations

—Research based
—Program oriented
—Multidisciplines
—Multiprogram areas
—Four perspectives
—Needs
—Obstacles and conflict
—Ethics
—Criteria source
—Interpretation

"Seven value orientations are proposed because (as you read the list of reasons, solicit participation from the group)."

"Do you have others to add?" Try to solicit from the group such reasons as:

- Family
- Personal freedom
- Ethics
- Religions
- Technology

"Can these be added later?"

Once you have completed the brief (10-minute) lecturette and discussion on value orientations, you have two options. Option 1, which follows immediately, is an active learning device. Because of the time of day and the abstractness of value orientations, the circle of values—an active, physically oriented learning experience—should be used. In Option 2, we use a worksheet as a discussion tool, which is meant to save time, if you are running late.

Option 1: Instruct the participants to stand up and push their chairs to the tables. Have them form a circle around the perimeter of the room, outside all the tables and chairs.

Give the participants the following directions:

"When I give the word, start walking around the room in a clockwise direction. Read and interpret each of the seven value orientations posters as you pass by it. Find the value orientation that you, as an individual, feel is most important to you for Extension programs.

"When I give the word, you will have five seconds to go to the value orientation of your choice." [*Note: Stress* that this will be a forced-choice exercise, so participants must pick *one* value orientation to go to.]

Start the participants moving slowing around the room. When they have made at least two revolutions around the room, you, as the leader, should say:

"Please go to the value orientation of your choice." Count down, "5, 4, 3, 2, 1." Then say, "Okay, everyone should be at a value orientation."

If participants lag behind, hurry them along and make them choose a value orientation.

Once the groups have formed at various value orientations, tell them that you want them to discuss two questions:

"*Why* did you choose that value orientation?" (Or, have them explain to the others their reasons for going to a particular poster.)

"What *effect* does your chosen value orientation have on your behavior or thinking as an Extension professional?" (Or, what does the orientation cause them to think or do that they would not have thought of or done, based on one of the other value orientations?)

As you present the questions to the groups, write the words WHY and EFFECT on the flip chart so the groups can refer to those key words to help them remember the questions.

Give each of the seven groups a supply of "Value Orientations Cards" (in Learners' Packet) so they can make discussion notes.

Allow 10 minutes for discussion in the small groups. If only one person is in a particular value orientation group, invite that person to join another group, or have him or her individually write the answers to the questions. If two or more value orientation groups have only one person in them, invite those persons to form a group and discuss the two questions in relation to their different value orientations.

Ask the participants to return to their tables, but to stay together in their value orientation groups. When everyone is seated, ask the groups to report their discussions of:

- *Why* they chose that value orientation.

- *What* effects it might have on their Extension perspective.

The leader should raise other questions to facilitate the discussion so that each value orientation is explored in some depth and the logical consequences of each value orientation for a situation are understood.

Option 2: The leader can choose to have participants individually fill out the "Values Dilemma Worksheet" (in Learners' Packet), and then discuss their answers with the total group. This option would not be as interesting as Option 1, but could save time.

Process: Reflections/Observations

After discussing value orientations, the leader should move on to *Phase 7: Identify the Questions.* The participants will identify questions within each perspective and value orientation. The discussion should last approximately 10 minutes, and might be introduced as follows:

"We have explored what these value orientations are; chosen certain ones as being more important; explained our

146

choices; and discussed the possible effects of these basic belief systems on our professional work.

"However, what about the effect of these value orientations on situational analysis?

"How do these categories influence the questions you ask?

"How do these orientations determine what you observe or measure?

"How do the values influence your basis for interpreting data?"

Possible answers:

- Give clues on what questions to ask.
- Bias us toward asking certain questions.
- Could encourage us to be sure to ask questions from all categories.
- Give us screens on what we see and what we do not see.
- Source of criteria, standards, and goals and "what should be."

Following the large group discussion, distribute copies of the "Value Orientation Worksheet" (in Learners' Packet), and explain how to fill it out. Most importantly, emphasize that each person should eventually choose one of the cells in the worksheet grid and develop analytical questions for it.

Process: Concrete Experience

Allow 10 minutes for individual work on the "Value Orientations Worksheet" and then ask participants to do the following:

Process: Reflections/Observations

- "*Share* with each other your individual answers to questions 2 and 3 on the worksheet.
- "*React* to the analytical questions that others have listed within question 4 on the worksheet.
- "*Add* what others are asking to your list of questions.
- "*Summarize* from the group at your table how many of the four perspectives in your value orientation have been filled with questions.
- "*Select* one cell from your value orientations group to report to the total group in a few minutes."

Provide each small work group with a new grid with which to summarize that table's responses. Allow the groups five minutes to share, react, and complete the matrix. Then say:

"I would like to interrupt your small group discussions once more. Has each table completed its sharing, reacting, and summarizing on the group grid?

"Could we now have the list of questions from one of the cells from each table?"

Collect at least one list of analytical questions from each of the tables.

Complete a master grid, for the total group, showing the cells addressed by at least one participant in each small value-orientation group. (Show Transparency 31.)

Transparency 31

Value Orientation Grid

Value Orientation	Perspective			
	Societal/ Community	Extension Organization	Clientele	Professional Self
Social				
Health				
Economic				
Education				
Environmental				
Political				
Psychological				

In the appropriate cell, write the name of the person(s) who completed or has a list of questions for that cell. [A result of this exercise could be a matrix of analytical questions in each of the 28 cells (7 value orientations x 4 perspectives) and, more importantly, a set of situational analysis questions that each participant helped to create.]

Ask the participants to hand in their individual lists of questions. During the Interim, the leader will need to type and reproduce sets of these questions to be used by participants, on Day Two, in *Phase 10: Collect and Summarize the Data.*

Process: Reflections/Observations

End this section of the workshop about the seven value orientations with a group discussion and reflection time to generate and solicit a list of general observations and principles. Say:

"Okay, we have spent the past 30 minutes exploring, understanding, and using the seven value orientations in combination with the four perspectives.

"What have you learned from this discussion to apply to your future situational analyses?" List responses on the flip chart.

Process: Abstract Conceptualizing

"What observations can we make to apply further?

"What general principles can we identify from this dimension of situational analysis?"

Possible answers to solicit are:

- Gets complex very quickly.
- Many questions can be asked.
- Different answers can be developed.
- Might not need total matrix all the time.
- Each of the seven value orientations asks different questions.
- Each of the four perspectives asks different questions.
- Questions are important to data collection.

- Criteria can evolve from each value orientation.
- One question can lead to another.
- Different individuals have different values, interests, and knowledge of questions to ask.
- Teamwork generates more and different questions and observations than working alone or within one's own bias or discipline.

Conclude this unit on value orientations and question generating with appropriate comments and proceed to the next activity.

Review and Closing

(15 minutes)

You need to assess where the group currently is in terms of progress; what schedule adjustments are needed; or what needs to be reinforced during the Interim or on Day Two.

Process

Close Day One's discussion of personality styles, the four perspectives, the seven value orientations, and the generation of questions, by using the following:

''This wraps up our discussion of Phases 1 through 7 of the situational analysis model. We have seen how getting started properly, personality styles, the four perspectives, and the seven value orientations all lead up to asking the critical questions in situational analysis. On Day Two of the workshop, we will focus on the remaining Phases 8 through 10 of the Intermediate phases and the Concluding Phases 11 through 16. These phases deal with data analysis, interpretation, decisionmaking, learner needs and objectives, and report writing. Are there any questions?''

Note: Sometimes participants at conferences and meetings need encouragement to be on time on the second and ensuing days. If you believe this will be a problem, work with your advisory committee to develop some type of ''early-bird'' activity of a humorous and motivating nature. Consider the following ideas, or think of others that would be appropriate for your setting:

- Door prize.
- Skit or role-play.
- Adaptation of some popular game show or character, such as Trivial Pursuit, Pictionary, Wheel of Fortune, Carnack the Magnificent.
- Critical announcements.
- Auction.
- Roll call, such as answers to ''the funniest thing that happened to me last year.''

Use your imagination.

Note: The interim period might not be an evening, as is written here. Instead, it could be one to six weeks in length. If so, evaluation and discussion with the group on plans for the interim period need to occur at this point. Discussion needs to be relative to:

1. Reading assignments on:

- Involvement
- Data collection
- Analysis
- Decisionmaking.

2. Practical application and work projects on involvement and data collection.

3. Products to bring to Day Two:

- Data
- Other observations.

149

Closing

After all questions are answered, close the session, reminding the group to be back at the scheduled time for Day Two of the workshop.

CLOSE

TIME: INTERIM

You have several possible uses of the Interim period. Following is a list of the options and how each can be used most effectively.

1. Nonexistent if, for one of many reasons, you find it necessary to condense the two days into one 6–hour day or less. This is not recommended.

2. One evening, if Day One and Day Two are planned back to back (as is written in this Leader's Guide).

If this option is used, you might wish to set overnight work assignments. It might be useful to have groups work in the evening on some of their projects; e.g.,

- The value orientation groups could continue to develop and refine their questions.
- You might assign groups to work on refining questions about the four perspectives.
- You might assign people to groups so that various personality types have a chance to interact with each other. They could report their experiences the next day as a review for the other participants.

Regardless, by planning Day One and Day Two back to back, a great deal of stress is put on the workshop participants. For this reason, it is important that the participants use the time effectively during the evening. If you do not assign people to work in groups, you might set individual assignments so that the next day individuals have examples of questions to be asked for each of the perspectives or value orientations.

3. An extended period, perhaps a week, a month, or two months. If this option is chosen, you definitely have an advantage, because participants will be working on their own county or program situations. Some work assignments you could set are:

- Ask participants to develop their own questions for each of the cells of the matrix in the "Value Orientations Worksheet" (in the Learners' Packet), as appropriate.
- Ask them to identify possible ways they could use to collect data to answer these questions.
- Perhaps participants could arrange and design a series of meetings during the interim, and develop an itinerary, survey approaches, or other experiences for the next meetings.
- Ask participants to use these meetings, surveys, and other experiences to collect data to bring with them to Day Two.

During this extended time frame, it is important that participants review and apply the information they have learned about starting their analyses, the effects of personalities, the four perspectives, and the seven value orientations. Day Two will go much too quickly for participants if they do not have some of their homework ready by the time they return.

4. Multiple interim periods, if you decide to offer the 12 hours of workshop training in, for instance, four 3-hour segments or six 2-hour segments.

The way in which homework assignments are made following shorter, multiple periods will depend upon what you are able to teach during each of the shorter segments. The main point is that participants will be back in their jobs. You can ask them to apply the ideas and phases they have learned about in the workshop. This will tend to reinforce them. The assignments should allow participants to practice and test the ideas and to make some practical use of them. This procedure will save time during review sessions at the beginning of each of the segments.

If Day One and Day Two are separated by a month or more, consider a letter, visit, phone call, or other type of contact to see how participants' work assignments on questions and data collection strategies are progressing, and to offer encouragement and suggestions.

Before Day Two, make planning contact with the workshop advisory group and solicit suggestions.

152

TIME: DAY TWO

Prepare and Set Up for Training Session

(30 minutes)

Again, as with Day One, the meeting room has to be conducive to active and experiential learning. Therefore, it is imperative to arrive early and ensure that the room is set up as needed for the Day Two learning experiences.

Responsibility

Workshop leader.

Materials

VHS videotape player and monitor

Overhead projector and screen

Overhead transparencies

Flip chart with an extra pad of paper

Masking tape

Markers (at least five colors)

Name tags, showing participant's name and position

Learners' Packets

Leader's Guide

Sourcebook, "Subunit 2. Implementation Phases" and "Subunit 3. Concluding Phases"

Refreshments

Process

To use the listed materials, set up all the audiovisual equipment and check to make sure it is operating properly. Arrange tables and chairs in the same way as for Day One (see Exhibit 6 for diagram). Avoid a typical classroom style arrangement. Use tables that will accommodate four to six persons and place a Learners' Packet on the table for each participant.

Again, near the door to the room, set up at least one table on which you will arrange the participants' prewritten name tags in alphabetical order (this is particularly important if more than one day has elapsed since Day One). This arrangement allows the instructor to note quickly who, if anyone, does not show up for Day Two by the unclaimed name tags and materials left on the table.

Greet and Make Participants Welcome

(30 minutes)

Responsibility

Workshop leader

Materials

Prewritten name tags

Learners' Packets

Refreshments

Process

As the participants enter the room, greet them, introduce yourself, and guide them to the table where the name tags and other materials are located.

Refreshments should be offered the participants while they wait for the program to begin.

Welcome and Review

(15 minutes)

Whether one evening or six weeks have elapsed between Day One and Day Two, some review is necessary to add continuity and set the stage for Day Two learning experiences.

Responsibility

Workshop leader.

Instructional Goals

To reorient participants to Day One concepts.

To identify questions, concerns, and participants' readiness for Day Two.

To develop continuity of learning and refinforcement of the overall model.

Materials

Overhead projector and screen

Involvement exercises, prizes, or announcements

Transparencies 2, 5, 7, 9, 11, 13, 15, 25, 26, 27, and 28 from Day One

Flip chart sheets on learner needs from Day One

Sourcebook

Leader's Guide

Process

Welcome everyone back to the workshop with positive, enthusiasic comments about the group and the program. Remind the group about housekeeping issues, such as:

Lunch arrangements

Snacks

Breaks

Smoking policy

Location of rest rooms

Other

If you and your workshop advisory committe have decided on some fun that involves exercise, prizes, or announcements (see "Review and Closing" section of Day One) to get people to the meeting on time, introduce them at this time.

Then, briefly highlight the major points from Day One. Eleven overhead transparencies (Listed under "Materials") on the main points from Day One have been selected as visual aids for this review.

The instructor can use the following to begin the review:

"During Day One we presented and explored a definition of situational analysis, its purposes, and an overall conceptual model for organizing such a process. We also went into more depth on 7 of the 16 phases of the model and their implications for practice.

"Does anyone have any questions about the Day One program?

"Did we cover ideas that are still unclear, or are there issues in need of further discussion?

"Since Day One, have you applied or considered applying to your situation the ideas you learned? Have you discovered new concerns or questions?

"Are there any ideas you want to cover in more depth?" (Solicit ideas from the participants and discuss those ideas as a means of getting early involvement of the participants and discussion.)

"Before we begin today's program, I will review briefly the Day One program. If further questions occur to you, perhaps we can take them after the review."

"On Day One we defined situational analysis (Show Transparency 2.)

Transparency 2

Situational Analysis Defined

—Process

—Sorting

—Involved publics

—Observations

—Measurements

—Values and criteria

—Interpretations

—Needs, resources, obstacles

—Improved decisions

"We said situational analysis has five overall purposes." (Show Transparency 15.)

Transparency 15

Purposes

—Needs assessment

—Determine and develop resources

—Learn and understand

—Build support

—Identify program obstacles

"We proposed an overall model to organize the analysis. First we needed to set boundaries, focus, and leadership for the analysis." (Show Transparency 13.)

Transparency 13

Situational Analysis

Preparation Phases:
—Boundaries
—Focus
—Leadership
—Personalities

Implementation Phases:
—Perspectives
—Value Orientations
—Questions
—Publics
—Involvement
—Data

Concluding Phases:
—Interpret
—Priority problems
—Reflect
—Learner needs
—Objectives
—Report

"Then we discussed how the personality styles of those involved are crucial to how each of us implements the total model. Personalities varied on four scales:

- Introversion–Extraversion
- Intuition–Sensing
- Feeling–Thinking
- Perceiving–Judging

(Show Transparency 9.)

Transparency 9

Personality

—Introversion–Extraversion

—Intuition–Sensing

—Feeling–Thinking

—Perceiving–Judging

"We talked about some of the implementation phases. The first implementation phase was the four perspectives. They are:

1. Societal/community

Transparency 25

Societal/Community

—Policies

—Laws

—Other agencies

—Budgets

—Needs

—Census

—Elections

—Surveys

—International

—Media

2. Extension organization

Transparency 26

Extension Organization

- —Policies
- —Budgets
- —Smith-Lever Act
- —Mission
- —State and national priorities
- —Methods
- —Staff qualifications
- —Support
- —Studies
- —Research

3. Clientele

Transparency 27

Clientele

- —Requests
- —Observations
- —Media
- —Knowledge
- —Practices
- —Surveys

4. Professional self.

Transparency 28

Professional Self

- —Job description
- —Education
- —Experience
- —Values
- —Style

"The second implementation phase was the seven value orientations." (Show Transparency 11.)

Transparency 11

Value Orientations

- —Social
- —Health
- —Economic
- —Education
- —Environmental
- —Political
- —Psychological

"We then showed how the four perspectives and the seven value orientations helped us to generate analytical questions."

You also might find it helpful to review the learning objectives of the workshop (show Transparency 7), and participants' learning needs, as expressed on Day One. (Hopefully, participants' learning needs are still on flip chart materials.)

Transparency 7

Objectives

1. Needs
2. Concept
3. Personality
4. Perspectives
5. Values
6. Involvement
7. Measurement
8. Interpretation
9. Decisionmaking
10. Communication

Show situation statement example on Transparency 5 again.

Transparency 5

SITUATION EXAMPLE

Plan of Work

Situation

Decreased commodity prices, increased production costs, and other complex economic problems continue to affect farm families. One-third of the state's 76,000 farms have high debt/asset ratios. Farm land values continue to decrease....

Objectives

Action

Evaluation

Also raise questions in whatever creative way you can regarding the extent to which the participants understand the model and the concepts that were covered on Day One. In fact, it is best to assess participants' understanding of concepts at the end of each section of the presentation, as time permits.

"This leads us to implementation phases 4, 5, and 6 (show Transparency 13), which include involvement and data collection, and to the concluding phases, 9 through 16. These latter will be the focus of today's program."

Transparency 13

Situational Analysis

Preparation Phases:
—Boundaries
—Focus
—Leadership
—Personalities

Imprementation Phases:
—Perspectives
—Value Orientations
—Questions
—Publics
—Involvement
—Data

Concluding Phases:
—Interpret
—Priority problems
—Reflect
—Learner needs
—Objectives
—Report

"Are there any questions at this point on the Day One concepts, their importance, or their implications for situational analysis?"

Take questions and discuss them, or raise further questions for the participants to consider. Then, review the general schedule for Day Two.

Involve Extension's Publics—Phases 8, 9, and 10

(60 minutes)

The first major section of Day Two deals with the concepts and practical techniques of involving Extension's publics in the situational analysis model, discussed on Day One, to:

- Collect data and observations according to the questions.
- Build support.
- Improve decisions.

157

The involvement techniques need to be selected to fit the focus, purposes, and questions derived from the four perspectives and seven value orientations.

Responsibility

Workshop leader.

Instructional Goals:

- To expose the participants to the views of various concerned parties who might not be involved in the planning process.
- To involve participants in learning about involvement.
- To generate ideas on how to involve different concerned parties in the planning process.

Learning Objectives

1. Participants will increase their understanding of the involvement concept and techniques.

2. Participants will relate concepts of experiential learning and involvement.

3. Participants will apply techniques on involving people in situational analysis.

4. Participants will know what data collection techniques are appropriate for various situations.

Materials

Overhead projector and screen

Flip chart

Markers

Transparencies 15 and 32

"Positive Involvement" (in Learners' Packet)

"Involvement Techniques Worksheet" (in Learners' Packet)

"Involvement/Data Collection Worksheet" (in Learners' Packet)

"Adams County Questions and Involvement Worksheet" (in Learners' Packet)

Process

Introduce this section of the workshop with the following statement:

"On Day One of the workshop we learned about the Situational Analysis Model, the boundaries, purposes, personality style modes, four perspectives, seven value orientations, and identifying of critical questions. Today, we want to begin with how we can involve different people in the planning process."

Again, as with the earlier section in the Day One program, this section on involvement of publics will be based on *experiential learning;* i.e., involved learning upon which reflecting, generalizing, and experimenting can be based. (How can we justify involving publics if we cannot involve our participants in their own learning?) Thus, to achieve these goals and objectives, we are suggesting the following procedure and experiences. Say to the group:

"To start this discussion on the concept of involving Extension's publics in situational analysis, I want you to take several minutes to think about the information requested on the "Positive Involvement Card." (in Learners' Packet).

Process: Concrete Experience

"All of us have been involved in many experiences in our lifetime and in our jobs. I would like you to identify one in which you felt very involved and about which you felt or now feel very positive." [Pause]

"Does everyone have one in mind? Yes? No? Take another 10 seconds. Now, in a brief paragraph, write or describe on the card this experience and what made you feel involved. Take 2-3 minutes to do this." [Pause 2-3 minutes.]

"To continue thinking about the experience you have identified, think of why you do or why you did feel good

158

or positive about the experience. What reasons can you give for why this situation made you feel good?

"What few (three to five) words come to mind that express or explain why your involvement in the experience was positive?" Possible answers are:

- Accomplishment
- Challenge
- Personally involved
- Personal control
- Increased responsibility
- Improved conditions, situation, and services
- Improved working conditions
- Positive feedback
- Recognition
- Status
- Opportunity for meaningful impact.

Process: Concrete Experience

"Now, I would like each of you to share these conditions or reasons for positive involvement on your part with the group at your table. Take 3-5 minutes and, as a group, share, react, and explain to each other why you felt positive about the experience."

Have a person at each table record the reasons. When all of the groups have completed this discussion, say:

"Now, I would like each table to share with the whole group its list of ideas, reasons, and explanations for feeling positive."

Solicit from each table its composite list and record these lists on the flip chart for all to see.

"Looking at this list, are these reasons or conditions that motivate people? Are they ways of creating commitment or psychological involvement?"

Process: Abstract Conceptualizing

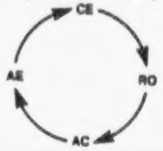
"Do they give us clues to conditions that we, as Extension professionals, need to create, if we are to get our publics positively involved in our situational analyses?

"Yes, they do."

Discuss their responses with the participants. Review (and explain, if needed) the concept that many people in the publics will learn more knowledge, develop more practical Extension attitudes, and contribute to our needs and obstacles assessment if they are experientially involved. Show Transparency 32, the "Experiential Learning Model" (Kolb, 1984), to assist in the explanation.

Transparency 32

Experiential Learning Model (Kolb, 1984)



End the discussion with the conclusion that these are general ideas or conditions that can be planned, organized, and recreated in future situational analyses by saying:

"Now, how can we recreate these conditions?

"What do we need to do to get people as deeply involved as you were in your situation or experience?

"How do we get Extension's publics and other Extension professionals physically involved, then socially involved, and, more importantly, psychologically involved in situational analysis?

"Before this session started, and on Day One of this workshop, we were introduced to Adams County, its communities and neighborhoods, some of its key citizens and Extension clientele, its County Extension staff, and the Extension system in the State of Readiness in which the staff works. We were introduced to a sampling of their values, opinions, beliefs, and behaviors. *Our task at this point* is to decide on and plan an involvement campaign for situational analysis in Adams County.

''Remember that situational analysis purposes are (solicit from group and write on flip chart):

- To determine and assess needs.
- To determine and develop resources.
- To learn and understand.
- To identify trends.
- To build support.
- To identify obstacles to Extension programs.
- To decide objectives.
- To write a situational statement.

''The purposes of involvement are the same. (Show Transparency 15.)

Transparency 15

Purposes for Situational Analysis

—Needs assessment

—Determine and develop resources

—Learn and understand

—Develop support

—Identify program obstacles

''What techniques should we use to involve our clientele and other citizens in Adams County in achieving those purposes of situational analysis?''

''What involvement experiences have you had that we can include in an involvement strategy in Adams County?''

Solicit from the group the ideas on the ''Involvement Techniques Worksheet'' (in Learners' Packet) and write them on the flip chart (or have participants complete the worksheet, and then discuss their responses).

It is very important at this time for participants to reflect on and discuss the following question:

''Based on experiences you have had, which of the involvement techniques required considerable psychological involvement?''

Pause and discuss their responses with the participants.

Process: Concrete Experience

Separate the participants into small work groups of three or four persons per group. These groups may be arranged by county, program area, position, or randomly, depending on the makeup of the participants. You will need to determine which arrangement would be most effective in your situation, and then select *one* of the following three options: *Option 1:* Refer participants to the ''Involvement/Data Collection Worksheet'' (in Learners' Packet). Allow the participants 5 minutes to answer Questions 1 and 2 on the worksheet. Relative to the Adams County case study data, instruct the work groups to take 25 minutes to share their individual answers and agree on a group response to Question 3.

Or

Option 2: Refer participants to the list of questions to which Ann, Tony, and Betty of Adams County want answers (see ''Adams County Questions and Involvement Worksheet'' in Learners' Packet). Have individual participants take 5 minutes to decide which involvement/data collection techniques would be most effective in obtaining answers to each question and achieving the overall purposes. Then instruct work groups to take 25 minutes to share their individual answers and derive an overall involvement/data collection strategy for the Adams County agents.

Or

Process: Active Experimenting

Option 3: After using the "Adams County Questions and Involvement Worksheet" for 5 minutes, ask participants to list their own questions for their real-life program situations. Then have one volunteer at each table share with the work group the best strategies and specific techniques for involving the appropriate people, obtaining data, and achieving overall situational analysis purposes. Have work groups decide the best set of techniques for involving and collecting data.

Call the work groups back together and ask them to report the results of their discussion to the total group. Discuss their identified involvement techniques with the total group. Raise the following questions:

"Why these techniques?

"Will target people get involved?

"Will you get needed information?

"Will the techniques fit the community?

"Will the techniques fit the personalities involved?

"Will the people involved 'feel' involved as you did in your earlier experience?

"Will all value orientations get involved?

"Are the techniques efficient?"

Process: Abstract Conceptualizing

Summarize the involvement and data collection unit with a discussion on whether or not the techniques will result in data pertaining to needs, trends, obstacles, and resources, and will achieve clientele and public support. If so, why? If not, why not?

The leader then can say: "We will now take a short 15-minute break and come back to discuss analysis of data from the Adams County case study."

BREAK (15 minutes)

Data Analysis—Phase 11

(1 hour, 30 minutes)

At this point, leave the involvement and data collection unit and move to data analysis. This assumes data have been collected from the case study or other real situations through surveys, meetings, and observation, which can be used, analyzed, and interpreted by participants.

Responsibility

Workshop leader.

Instructional Goals

- To have the participants assess their data analysis skills.
- To have the participants share ideas on how to analyze data effectively.

Learning Objectives

1. Participants will answer the questions identified in the value orientations unit.
2. Participants will compare data and observations of different subsets.
3. Participants will recognize patterns and trends in data.
4. Participants will be able to use the seven different value orientations and related criteria in analyzing data.
5. Participants will know how to analyze data for each of the four perspectives.
6. Participants will know how to involve publics and clientele in data analysis.

Materials

VHS videotape player and monitor

Flip chart

Markers

Videotape, "Adams County Perspectives" *Adams County Examiner* newspaper

Adams County data base ("Adams County: Focusing on the Situation"), including narratives, demographics, survey data, and summaries of group involvement meetings (in Learners' Packet)

Participants' county or program data from Interim

"Adams County Questions and Involvement Worksheet" (in Learners' Packet)

Copies of the "Need Analysis Worksheet" (in Learners' Packet)

"Force-Field Analysis Worksheet" (in Learners' Packet)

"Analysis Checklist" (in Learners' Packet)

Sets of value orientations questions identified by participants on Day One—on flip chart sheets.

Source Book, "Subunit 3. Concluding Phases"

Process: Active Experimenting

In this data analysis activity, participants will work in small groups to analyze the Adams County case study situation in two stages. First, they will analyze the general situation to determine in broader terms the general priority need areas.

For this first stage, the participants will need to be encouraged to use the following:

"Adams County: Focusing on the Situation" (in Learners' Packet) *Adams County Examiner* newspaper (in Instructional Aids)

"Adams County Perspectives," videotape (in Instructional Aids)

Survey data

Demographic data.

[*Note:* If a lengthy Interim has occurred between Day One and Day Two, the best option at this point is to use the data the participants have brought to the session from their own county or program situations (see Time: Day One, "Review and Closing" and discussion of options in "Time: Interim."]

Process: Concrete Experience

To begin stage one of this data analysis activity, separate the large group into small, data analysis work groups of four to six, depending on the total number of participants in the workshop. For this exercise, four members per group would be better than six members.

Change the makeup of the small work groups by having the participants count off by the number of groups you want, with all of the numbers one forming a group; the numbers two, another group; and so on. Or, you might use another technique to mix the participants.

Introduce the analysis activity by using the following statements:

"Probably the most difficult thing to teach and the most needed thing to learn for all of us is how to find answers to our questions through actually analyzing data. For the next hour or so, we are going to work on data analysis and interpretation.

"Your task is to find answers to the analysis questions that you, as a total group, identified on Day One within each of the 28 cells on the 'Value Orientations Worksheet.'"

[*Note:* You will need to have listed these questions on flip charts or typed up sets of them to hand out so that the groups can use these questions in analyzing the county situation data. If the group did not develop their own analytical questions on Day One, or if the questions were inadequate, you will need to use the staff questions in the "Adams County Questions and Involvement Worksheet" (in Learners' Packet).]

"As data for answering your questions, use the videotape (or the role-play) on the four perspectives of the county situation, the *Adams County Examiner* newspaper, the demographic data, the survey data, and the group meeting data."

Distribute a copy of the "Need Analysis Worksheet" (in Learners' Packet) to each group and ask one member in each group to record the group's discussion on it.

After 15 minutes, ask one member from each group to write the results of its discussion on the flip chart. Then call the small work groups back together. Make sure the members of each small work group sit together with the other members in their group.

Ask a member from each work group to state briefly (2–3 minutes) what the group members determined to be:

- The priority problems in Adams County.
- The causes of those problems.
- Obstacles to change.
- The community's resources.
- The data or reasons in support of the problems.

[*Note:* Allow the groups to report only their general answers at this time. Discussion of the process will follow, and time is valuable.]

Next, ask each of the small work groups to caucus for 5 minutes and reach preliminary consensus on one high-priority clientele problem in Adams County that needs a major Extension program (if each group has not already done so).

[*Note:* Small groups will decide final high-priority clientele problems in the succeeding section on making decisions, after additional analysis of these preliminary decisions.]

At the end of 5 minutes, ask each of the small work groups to report its highest priority problem. The workshop leader should make a list of them on the flip chart. Depending on available time, each work group should then discuss and clarify these problems and the supporting data, criteria, and arguments for each.

Process: Reflections/Observations

Follow the small group reports with discussion to generate further analysis and understanding.

"Why do you think each work group came up with a different problem?" [*Note:* If the groups came up with the same problems and causes, then ask why they think that happened.] Solicit from the participants these possible answers and others:

- Value orientations.
- Personality styles.
- Different perspectives.

To continue the analysis, you have two options, depending on time, progress, and your assessment of participants' understanding.

Process: Concrete Experience

Option 1: In the first option, have participants continue to work in the small work groups. Each group is asked to analyze its highest priority problem, using the list of questions participants identified on Day One for each of the value orientations (refer to the "Value Orientation Worksheet" in Learners' Packet.) Ask each group to work for 20–30 minutes on answering the analytical questions, while focusing on its major problem. Upon completion of this activity, have each of the small work groups report its findings, according to the questions from the seven value orientations. Record on flip chart.

Or

Option 2: In the second option, ask participants to continue working in the small work groups. Have each group do a force-field analysis of its highest priority problem, using the "Force-Field Analysis Worksheet" (in Learners' Packet). Ask each group to work for 20–30 minutes to identify the positive and negative causes for the problem. Then ask each group to report its findings. Record on flip chart.

163

Regardless of whether Option 1 or 2 is chosen, you will want to solicit the following from the reports and ensuing discussion:

- Priority needs.
- Trends.
- Obstacles to change.
- Learning needs.
- Resources to use.

Begin to conclude this data analysis unit with the following questions:

"Did the various value orientations and perspectives in your group affect the way you analyzed the data in the situation? How?" Solicit the following answers:

- What is looked at first.
- Preconceived conclusions.
- Experts in the group.

"Was the analysis process itself (i.e., the analysis questions) effective and useful?" Use the "Analysis Checklist" (in Learners' Packet) to generate reflection on the process, if necessary.

"What improvements or adaptations could you make to the analysis questions and checklist to make them more useful to your situation?

"What general conclusions could we make about the data analysis process?" Solicit the following types of ideas from the group:

- Values involved.
- Comparison involved.
- Trends involved.
- Soft and hard data involved.
- Different conclusions reached, depending on values.

Process: Abstract Conceptualizing

Close this discussion with the following statement:

"The analysis of situational data is a process that has more than one correct way of being conducted. The data analysis process, however, depends on four perspectives, seven value orientations, the relationship between those two phases, personality styles, and the motive, perspective, or role represented by the person. Your analysis questions within each of the 28 matrix cells, our analysis questions, and the checklist within the total situational analysis model give you an initial structure to use to conduct effective analyses."

If you perceive the group has completed the data analysis, tell them you will move on to the decisionmaking unit after lunch.

LUNCH: 1 hour

Make Decisions—Phases 12 and 13

(60 minutes)

The workshop participants have been working on data analysis in small work groups and have tentatively decided on the major problem for their particular group. At this point, the workshop leader should begin moving toward closure of the training session, or drawing together the many facets and dimensions of the data and analysis. Thus, a discussion of the decisionmaking process is appropriate and fitting at this time.

Responsibility

Workshop leader.

Instructional Goals

- To have the participants experience decisionmaking within this situational analysis training.

- To have the participants see the possible consequences of their program decisions.

Learning Objectives

1. Participants will learn that situational analysis results in decisions on program objectives and direction.

2. Participants will learn how various dimensions of situational analysis eventually affect decisions and purposeful actions.

3. Participants will be able to use the situational analysis process in making a program decision.

4. Participants will learn how program decisions, based on situational analysis, can affect people in the different perspectives.

5. Participants will develop plans for follow through and consequences, based on program decisions.

Materials:

VHS videotape player and monitor

Overhead projector and screen

Transparency 33

Videotape, "First Things First: A Trip to Priority Peak" (in Instructional Aids)

Videotape, "Adams County Perspectives" (in Instructional Aids) *Adams County Examiner* newspaper (in Instructional Aids)

"Adams County: Focusing on the Situation" (in Learners' Packet)

Data analyses and conclusions from the preceding data analysis unit

"Decisions and Consequences Worksheet" (in Learners' Packet)

Process: Concrete Experience

Use the following introduction to explain the activity:

"In Extension, situational analysis culminates in decisions on needs, program objectives, and actions. For situational analysis to be effective, questions are raised, based on the four perspectives and seven value orientations. Data are collected to answer these questions, then analyzed and interpreted, all while involving our publics.

"On Day One, we discussed and identified the questions. Today, we have discussed involvement, data collection techniques, data analysis, and even tentative decisionmaking. Now we need to make decisions on (1) *general* major issues, concerns, problems, and needs; and (2) *specific*, high-priority needs and concerns of clientele within the county so we can set program goals and objectives.

"To help us understand the program decisionmaking process, we are going to call on an old friend, Sir Will Intention. Some of you may have seen Sir Will before and experienced the trip to Priority Peak. For you, this will be a short review. For those of you who have not experienced the trip to Priority Peak with Sir Will, this will be a good overview of the program decisionmaking process."

Show the videotape, "First Things First: A Trip to Priority Peak" (about 20 minutes in length).

Following the videotape, lead a group discussion about the trip to Priority Peak. Show Transparency 33 and use questions as discussion starters, or as necessary.

Transparency 33

Priority Setting

Understand situation
Identify options
Identify criteria
Judgment
Reflection
Commitment

"What relationships do you see between the situational analysis model and the process Sir Will presented?" Possible answers to solicit are:

- The perspectives are the same in both.
- Value orientations affect the criteria in each perspective.
- What the Extension professional finally decides to do is directly related to his or her own value orientations, personality style, and professional situation.

"How do value orientations affect our criteria for making decisions?" Possible answers to solicit are:

- Our values are our premise from which we logically form our criteria or standards.
- The criteria we choose will be logically consistent with our value orientations.

"Where do personality styles fit into the priority-setting process?" Possible answers to solicit:

- Personality styles will affect how others want problems handled and how the Extension professional will choose to act.
- Personality styles are factors, along with value orientations, that affect how we choose criteria.
- Personality styles affect how an Extension professional conducts the priority-setting process.

"Did you use any of the six priority steps this morning? Before the workshop?

"Are there any ideas from the videotape we can use in decisionmaking?"

Continue the group discussion for 10 minutes. Additional discussion starters might include:

- Asking the participants for specific examples of how they set priorities.
- Does the process make sense?
- Is the priority-setting process realistic?

Then, the leader should say:

"For our purposes today, the most important part of the trip to Priority Peak is how the criteria are developed. By using the situational analysis model, we have a structure to help us examine how our criteria are formed.

"The phases of the situational analysis model, discussed on Day One, directly relate to the criteria we use to make program decisions. The information, recommendations, and direction from the boundaries, focus, personality styles, four perspectives, and our value orientations not only help identify the questions, they are the bases of our analysis criteria. As shown in "A Trip to Priority Peak," our criteria, in turn, are the basis for our priorities and program decisions."

Announce that the discussion on decisionmaking will be continued after a 15-minute break.

BREAK (15 minutes.)

Reconvene and continue the decisionmaking unit for one hour. Still using Adams County data, the unit now focuses on *group* decisionmaking. Ask the participants to reform the same small work groups they were in before lunch. Now that data collection and analysis using the Adams County case have been covered, each group should complete rank ordering of the earlier identified problems.

Instruct the group to use the "Decisions and Consequences Worksheet" (in Learners' Packet) to structure their discussion. They should base their group decisions on all the data presented in the training materials (newspaper, videotape, fact sheets, surveys, role-plays, and discussions) up to the present time.

Each small group needs to present data, criteria, and a rationale for its decisions on which problems or needs are most important. Groups should be clear about what values influenced their decisions. The instructor should say something like:

"We are now ready to make program priority decisions. Please form the same work groups you were in before lunch. In our earlier analysis, we determined tentative problems, their causes and obstacles, and resources available to help change them. Then we analyzed those problems according to the seven value orientations (or used a force-field analysis). This further analysis gave us new data to consider. At this time, as we reach decisions on priority problems, your specific task is to decide within your work group your final priority ranking of the problems and your reasons for that ranking, based on all the data, criteria, and analyses up to this point. Fill out and use the "Decisions and Consequences Worksheet." You will have 20 minutes to complete this task."

The leader should circulate among the groups, periodically, to see how the discussion is going and to answer any questions. Remind the groups when 15 minutes, and then 5 minutes, are left in the discussion time so that they can focus their discussion and complete it on time.

Ask the groups to reassemble in the main meeting area. The leader should give each group 2 minutes to report:

- Its priority program decisions.
- Analyses and interpretations used.
- Criteria used.
- Data used.
- Consequences anticipated.
- Other reasons and arguments for the selected rank order.

Process: Concrete Experience

Once each of the small groups has reported its decisions on high-priority problems and supportive analyses, data and arguments, charge the large group with the task of reaching consensus on one major problem.

Several approaches are possible:

- Ask group about desired approach.
- Use majority vote.
- Use group discussion and consensus.
- Abdicate the decision.
- Organize into the four perspectives.
- Other.

Whatever the choice, say something like:

"We are now at the Extension committee meeting in Adams County. We need to decide on one high-priority problem in Adams County that needs a major Extension program. We must determine the need or issue to be addressed and the target clientele. We have 20 minutes to decide."

The workshop leader's responsibilities are to:

- Help decide strategy and organize groups, if needed.
- Make sure each small work group presents its rationale, criteria, data, and decisions on the most important needs.
- Raise questions not being raised.
- Ensure that all values and perspectives data are considered.
- Keep the discussion focused on the issues (because of time limitations).

- Remind the groups that they need to make a decision before the allotted time is up.
- Refrain from breaking any stalemates in the debate.

If the groups absolutely cannot agree on a decision, that will be acceptable, and will be the major point for discussion after the exercise.

Process: Reflections/Observations

Finally, as the workshop leader, reflect with the group on the decisionmaking process, i.e.:

- Individual decisions.
- Small group decisions.
- Large group decisions.

Discuss and clarify such principles as:

- Rationality level.
- Sequential or not.
- Humanness and value differences influence.
- Data oriented.
- Conflict or consensus and agreement.
- Personality differences' influence.
- Relative influences of perspectives.

Allow a short "stand up and stretch" break, then proceed to *Phase 14: Decide on Learners' Needs* and *Phase 15: Set Learner Objectives.*

Learner Needs and Objectives—Phases 14 and 15

(30 minutes)

We are close to completing this workshop. Because the group and you have been working hard, this section is presented in a quick, simple way.

Responsibility

Workshop leader.

Instructional Goals

- To have participants fill out, critique, and discuss the worksheets on learning needs and objectives.
- To have participants relate needs to objectives.

Learning Objectives

1. Participants will learn what are and are not acceptable learning objectives.

2. Participants will learn to relate needs to goals and objectives.

Materials

"Learner Needs Worksheet" (in Learners' Packet)

"Learner Objectives Worksheet" (in Learners' Packet); "Leader's Key" (in Instructional Aids)

Sourcebook "Subunit 3. Concluding Phases"

Process: Concrete Experience

To achieve the goals and objectives, using the materials, you might want to read the Sourcebook, "Subunit 3. Concluding Phases" and items from the Selected Annotated Bibliography on needs and objectives. Say to the participants:

"Take 5 to 10 minutes to complete the 'Learning Needs Worksheet' (in Learners' Packet). Read the community need or problem. Then decide what different clientele need to learn."

When the participants have finished the worksheet, discuss with them the differences between clientele and community needs and learning needs. Solicit the following:

163

- The clientele and community needs are the gaps or what is missing in their practices or lives.
- Learning needs are the missing knowledge, attitudes, or skills needed to solve or eliminate these earlier, stated needs.

After this discussion, say to participants:

"Take 10 minutes to complete the 'Learner Objectives Worksheet' (in Learners' Packet), which is basically self-explanatory. Read the need and the goal; then decide if each or any of the objectives is acceptable, given the assumed needs and objectives. Any questions?"

After 10 minutes, call the group back together and say:

"I presume you all have gone through the worksheet. How many of you said all the objectives were acceptable? How many said one? two? three? four? Let us go through each one and give reasons for our choices."

Use the "Leader's Key to the Learner Objectives Worksheet" (in Instructional Aids) to check the proper responses and reasons with the learners.

During the ensuing discussion, other reasons why the learning objectives are or are not acceptable will come up. Differences of opinion also will evolve and will provide further bases for discussion.

Process: Reflections/Observations

After completing a review of the worksheet and its 20 objectives, elicit from the group a summary of what criteria represent acceptable objectives. The following list from *Connections* (Forest et al., 1986) is what you are searching for:

- Relate to need/problem.
- Fit broader priorities and goals.
- Identify specific clientele improvements.
- Specify desired clientele knowledge.
- Reflect realistic expectations.
- Describe expected results in measurable terms.
- Provide directions for learning experiences.
- Are understandable and communicate clearly.

Make a summary comment and then move on to *Phase 16: Revise and Prepare Written Report.* (See also Forest et al., 1986, for further discussion and background on writing programs/plans of work situation statements.)

Action Planning and Conclusions—Phase 16

(15 minutes)

The ending of this workshop should be upbeat and goal setting in nature, if it is to be of value and benefit to participants. These last 15 minutes could be the most crucial of the entire workshop experience.

Responsibility

The workshop leader and the workshop advisory committee.

Instructional Goals

- To encourage the participants to follow through with applying in their jobs the knowledge and skills gained from this workshop.
- To conduct a formative evaluation of the workshop program.

Learning Objectives

1. Participants will state, in writing, what aspects of this in-service training they will use in their jobs within the next six months.

2. Participants will share ideas they have learned and will use.

Materials

"Registration" form filled out by participants prior to the workshop

"Action Plan Form" (in Learners' Packet)

"Workshop Evaluation/Feedback Form" (in Learners's Packet)

Process: Concrete Experience

Depending on available time, conduct a general, informal evaluation on what the participants learned or will use from the workshop. Small group or large group discussion before you have them complete the final forms will give good feedback on the degree to which the participants have learned.

The workshop leader (or better yet, members of the workshop advisory committee, with guidance from the workshop leader) will distribute participants' original "Registration" forms. These forms and the "Action Plan Form" (in Learners' Packet) will be used together in this exercise.

Use the following statement to explain the use of the forms.

"On your Registration form, you stated your expectations of this program. Now we want you to review those expectations, along with your experience at this workshop, and identify three things you will change, accomplish, or implement in your job. Make these three objectives practical and realistic so that you have a good chance of successfully following through on your commitment.

"Take 10 minutes now to develop and write your three objectives in the upper section of the form titled 'Action Plan.'"

If needed, add the following:

"The purpose of the 'Action Plan Form' is to provide a mechanism that will encourage each of you to apply this training to your own job situation. By stating in writing what you will change or try to accomplish within the next six months, you are creating a concrete, observable, and practical action plan. You and your immediate supervisor or leader or chairperson can use this plan as a guide for discussing your application to your job of ideas and skills learned in this workshop. We hope this technique will help you to make a conscious effort to use systematic situational analysis for program planning."

After participants complete the "Action Plan Form," allow 10 minutes for them to fill out the "Workshop Evaluation/Feedback Form" (in Learners' Packet).

Collect the "Action Plan Forms" and the "Evaluation/Feedback Forms" as the participants complete them, or as they leave the room.

Thank everyone for their cooperation during this workshop. Let the participants know that you are available for help or further follow up on situational analysis.

CLOSE

Time: Follow-Up

Time

T plus six months.

Responsibility

Supervisor or leader or chairperson and the workshop leader.

Instructional Goals

To determine whether the workshop was beneficial to participants or whether additional training is needed.

Learning Objectives

1. Participants will be reminded of new ideas discussed at the workshop.

2. Participants will reflect on the ideas and their applicability to their jobs.

3. Participants will be rewarded and recognized for having tried new ideas on the job.

Materials

Copies of the "Action Plan Form" completed and turned in by each participant at the end of Day Two

Copies of the "Follow-Up Evaluation Questionnaire" (Exhibit 7)

Process

Approximately six months after the workshop, the workshop leader should send each participant a copy of the "Action Plan Form" he or she completed at the end of Day Two. Request that it be forwarded to the participant's supervisor, leader, or chairperson for his or her completion and discussion with the participant. Remind participants of the action-planning process and the need for the participant and the supervisor, leader, or chairperson to meet to discuss the participant's progress since the workshop.

Send a copy of the "Follow-up Evluation Questionnaire" (Exhibit 7) along with the foregoing items.

Ask participants to complete the questionnaire and return it to you.

171

EXHIBIT 7

Follow-Up Evaluation Questionnaire

It has been six months since the in-service training workshop on situational analysis. Your answers to the following questions are important for planning future training.

A. Please *circle* the answer that best represents your belief on the following statements.

A = Agree
U = Undecided
D = Disagree

1. General

Values are the bases for inquiry, analysis, and logical program choices. A U D

2. My current plan of work situation statement:

Includes supporting bench mark data (numbers and percentages) on needs. A U D

Indicates a gap between "what is" and "what could be." A U D

Is the basis for my program objectives and actions. A U D

3. My current situational analysis process includes:

Conducting a systematic sample survey of the county or community. A U D

Asking questions of others and myself according to different value orientations. A U D

Identifying values and criteria for data analysis. A U D

Analyzing the content of local and regional news media. A U D

[*Note to the workshop leader:* Also include other statements that were answered "undecided" by at least 50 percent of participants on the preworkshop "Situational Analysis Self-Assessment."]

continued

B. Which of the following characterize your plan of work situation statement (*check* all that apply).

___ Describes the current condition.
___ Identifies the need/problem/opportunity or emerging issue.
___ Includes supporting data (base numbers and percentages) and documentation of need.
___ Includes indicators of severity/scope of need.
___ Includes bench mark data against which later impact measurements can be compared.
___ Establishes clear reasons and justifications for program.
___ Describes primary audience(s), numbers, and geographic locations.
___ Indicates a gap between "what is" and "what could be".
___ Indicates needed research.

Thank you

Working With Our Publics
Module 4: Situational Analysis

Learners' Packet

Developed by: Laverne B. Forest, Leader, Program Development and Evaluation
Wisconsin Cooperative Extension Service
University of Wisconsin–Madison

Edgar J. Boone, Project Director

Published by the North Carolina Agricultural Extension Service
and the Department of Adult and Community College Education
North Carolina State University, Raleigh

Contents

Introduction to Learners' Packet for Module 4: Situational Analysis 5

Preworkshop Preparation 7
  Participant Registration Form 7
  A Personality Style Inventory 9
  Situational Analysis Self-Assessment 11

Day One 15
  Personal Situational Analysis 15
  Seven Situations 17
  Situation Example 19
  Situation Checklist 21
  Learning Objectives 23
  The Situational Analysis Model 25
  Analysis Preparation Worksheet 27
  Personality Styles Grid 29
  Personality Styles Worksheet 31
  Discussion Card 33
  Four Perspectives Role-Play Sheets 35
  Four Perspectives Worksheet 45
  Value Orientations Card 49
  Values Dilemma Worksheet 51
  Values Orientations Worksheet 53

Day Two 55
  Positive Involvement 55
  Involvement Techniques Worksheet 57
  Involvement/Data Collection Worksheet 59
  Adams County: Focusing on the Situation 61
  Adams County Questions and Involvement Worksheet 73
  Need Analysis Worksheet 75
  Force-Field Analysis 77
  Analysis Checklist 79
  Decisions and Consequences Worksheet 81
  Learner Needs Worksheet 85
  Learner Objectives Worksheet 87
  Action Plan Form 89
  Workshop Evaluation/Feedback Form 91

Introduction to Learners' Packet for Module 4: Situational Analysis

Welcome to **Module 4: Situational Analysis**, a training module developed as part of a national Kellog Foundation project entitled *Working With Our Publics: In-Service Education for Cooperative Extension.*

In this Module on situational analysis, the focus is on program situations. For example, this Learners' Packet contains for your use:

The *Adams County Examiner*, a newspaper to be used in the Adams County case study.

The Dubbing of Sir Vantage, a comic book based on the script of the videotape on the situational analysis process.

A personality inventory.

A "Situational Analysis Self-Assessment."

Worksheets on the 16 phases of the Situational Analysis Model.

We hope you find the workshop materials and experiences useful and enjoyable. Good luck on your learning and application of the ideas to your Extension program situation!

Preworkshop Preparation

Participant Registration Form

To register for the Situational Analysis Workshop, complete the following form and send to ______________________________

____

by (Date) ______________________________

Registrant

Name: ______________________ Position: ______________

Office Address: ______________________________

City: ____________________ State: __________ Zip: ______

Telephone (______) ____________

List any ideas or skills about analyzing situations that you hope to learn or improve on by attending this in-service workshop:

1. ______________________________
____
____

2. ______________________________
____
____

3. ______________________________
____
____

A Personality Style Inventory

Several test instruments are available for use in determining the workshop participants' Jung personality type. The workshop leader should decide six months in advance of the workshop which personality assessment form he or she wants to use for this purpose. The three options are:

1. If participants have personality scores on assessments made recently, these scores can be used.

or

2. Use the Hogan and Champagne Personality Style Inventory (PSI).

or

3. Use the Myers-Briggs Type Inventory (MBTI).

Situational Analysis Self-Assessment

Note: Please *circle* the answer that best represents your belief.

A = Agree
U = Undecided
D = Disagree

	A	**U**	**D**
A. General			
1. Situational analyses document what I already know.	A	U	D
2. Situational analyses' most critical purpose is to build support among publics.	A	U	D
3. Situational analyses' main purpose is to identify needs.	A	U	D
4. Obstacles to change are usually a product of analysis.	A	U	D
5. Situational analysis is a systematic, scientific study.	A	U	D
6. Situational analysis is subjective and nonlinear.	A	U	D
7. Situational analysis needs a conceptual structure or model.	A	U	D
8. One needs to be flexible, creative, and imaginative in situational analysis.	A	U	D
9. Analysis of a situation (i.e., breaking it into smaller parts) confounds the understanding of it.	A	U	D
10. Systematic, in-depth situational analysis is more effective than continous, informal analysis.	A	U	D
11. Good situational analyses should produce the same results, no matter who conducts them.	A	U	D
12. Common questions can be asked in all program situations.	A	U	D
13. A situation's details and facts are more crucial than the larger picture.	A	U	D
14. One can never study a problem too much.	A	U	D
15. Values are the bases for inquiry, analysis, and logical program choices.	A	U	D
16. Clientele have the right to be involved in all Extension program decisions.	A	U	D
17. Involving people hinders getting a job done.	A	U	D
18. Decisions on program objectives should be based on facts and data.	A	U	D

continued

19. Last-minute planning is more practical than long-range planning. A U D

B. My current plan of work situation statement:

1. Describes the existing condition. A U D
2. Identifies the need or emerging issue. A U D
3. Includes supporting bench mark data (numbers and percentages) on needs. A U D
4. Indicates severity and scope of need. A U D
5. Justifies the program objectives. A U D
6. Describes primary clientele, numbers, and geographic locations. A U D
7. Indicates a gap between "what is" and "what could be." A U D
8. Is the basis for my program objectives and actions. A U D
9. Indicates needed research. A U D

C. My current situational analysis process includes:

1. Conducting a systematic sample survey of the county or community. A U D
2. Reviewing national and state Extension laws and policies. A U D
3. Conducting a group meeting with client representatives. A U D
4. Asking questions of others and myself according to different value orientations. A U D
5. Identifying clear values and criteria for data analysis. A U D
6. Involving a variety of representative community people. A U D
7. Analyzing the content of local and regional news media. A U D
8. Logically analyzing data according to my own personal values. A U D
9. Keeping complete logs of information requests, according to informal feedback from local community persons. A U D
10. Conducting in-depth interviews of selected target clientele. A U D
11. Relying mainly on my own intuition and memory of work experiences. A U D

continued

12. Relying mainly on a small group of trusted leaders and clients. A U D

13. Obtaining advice from state and national Extension mission and priority documents. A U D

14. Obtaining advice from Extension colleagues. A U D

15. Using statistical data analysis to know clientele learning needs. A U D

16. Applying deductive and rational logic based on clear assumptions. A U D

17. Using existing census and state department data. A U D

18. Reveiwing old plans of work and resubmitting them. A U D

19. Cussing and praying a lot. A U D

20. Applying the S.W.A.G. principle. A U D

21. Systematic listening and watching. A U D

22. Considering the consequences of including or not including certain needs. A U D

Day One

Personal Situational Analysis

Name: ______________________ Position: ______________________

Analysis Questions:

1. How long have you worked for Extension? ______________________

2. What keeps you in Extension? ______________________

3. What makes you feel good? ______________________

4. What makes you upset? ______________________

5. How would you describe yourself? ______________________

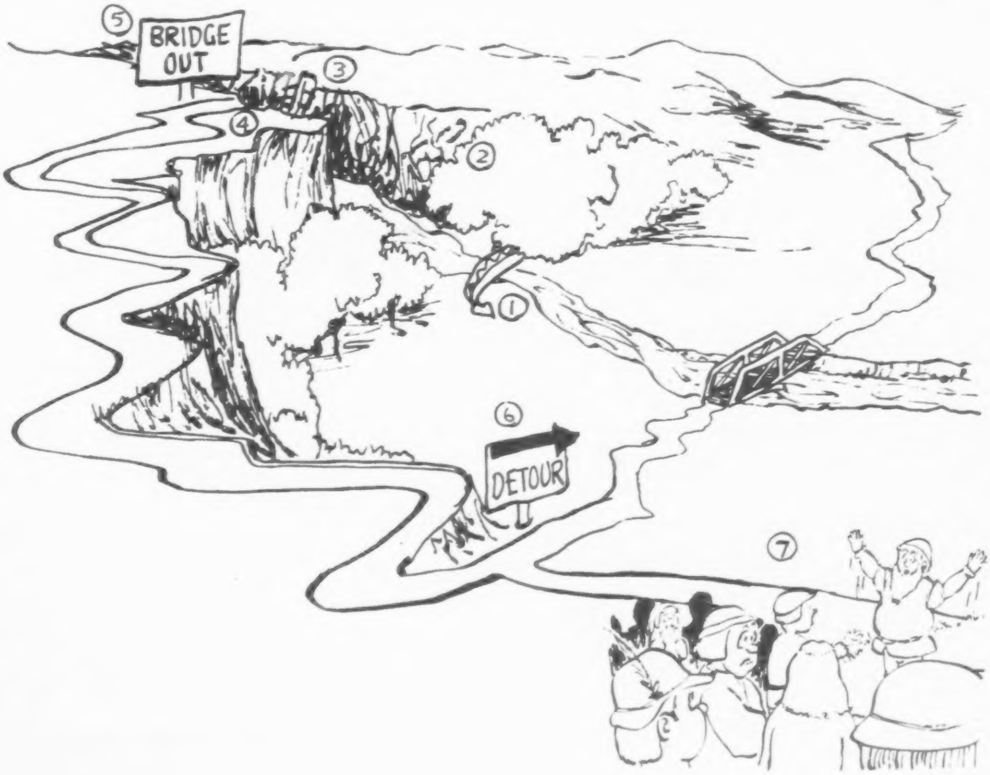
6. What is your favorite thing to do if you have an unplanned afternoon?

7. If you were granted one wish, what would it be?

Analysis Summary:

Note: If you have time before the leader calls the group together, identify the one major Extension problem that prevents you from being as effective as you would like to be.

Seven Situations


⑤
BRIDGE OUT
③
④
②
①
⑥
DETOUR
⑦

Situation Example

Plan of Work

Situation

Decreased commodity prices, increased production costs, and other complex economic problems continue to affect farm families. One-third of the state's 76,000 farms have high debt/asset ratios. Farmland values continue to decrease 5–10 percent per year from a 1980 high. U.S. District Court records show a twofold increase in farm and rural, small, agriculture-dependent business bankruptcies in 1986. Inflation will continue at 4–6 percent, with annual loan interest rates between 10–12 percent. Statewide rural unemployment, above the national average, was 8 percent in 1986. A statewide survey shows 21 percent of the farm families have a long-range financial plan, and 35 percent maintain expense records. Rural health officials and church leaders report 5–25 percent increases in requests for family counseling and stress management. Five hundred 4-H members, an increase of 45 percent over 1985, enrolled in the pilot computer finance/record keeping project.

Objectives

Action

Evaluation

Situation Checklist

____ 1. Describes the current condition.

____ 2. Identifies need, problem, opportunity, or emerging issue.

____ 3. Includes supporting data (base numbers and percentages) and documentation of need.

____ 4. Includes indicators of severity or scope of need.

____ 5. Includes bench mark data against which later impact measurements can be compared.

____ 6. Establishes clear reasons and justifications for program.

____ 7. Describes primary audience(s), numbers, and geographic locations.

____ 8. Indicates a gap between "what is" and "what could be."

____ 9. Indicates needed research.

Learning Objectives

1. Participants will define and clarify what they need to learn about situational analysis.
2. Participants will define, clarify, and expand their concept of situational analysis and develop a conceptual model to use.
3. Participants will understand and apply effects of personality style on situational analysis with publics.
4. Participants will understand and practice or apply a system for separating a complex situation into different perspectives.
5. Participants will understand and apply value orientations to different situational perspectives for questioning, observing, and interpreting.
6. Participants will expand their concepts and use of public involvement processes and techniques in situational analysis.
7. Participants will expand their concepts and use of questioning and data collection on situational analysis with publics.
8. Participants will expand their concepts, skills, and ability to interpret data in situational analysis with publics.
9. Participants will expand their concepts and use of decisionmaking and priority setting on problems and objectives.
10. Participants will improve the substance and quality of their written program situational statements.

The Situational Analysis Model

A. Preparation Phases

1. Define the situational *boundaries.*
    - a. Subject matter
    - b. Clientele
    - c. Geographical
    - d. Organizational
    - e. Time
2. Identify the analysis' *purpose, focus, or key question.*
    - a. Needs
    - b. Obstacles
    - c. Learning
    - d. Resources
3. Identify the *key leaders.*
    - a. Extension
    - b. Volunteers
    - c. Local government
4. Know your *personality style* and the publics' as well.
    - a. Are individuals inner or outer world oriented?
    - b. Do individuals tend to see facts or abstract relationships?
    - c. Are individuals objective or subjective?
    - d. Do individuals make decisions or want more information?

B. Implementation Phases

5. Identify the four *situational perspectives.*
    - a. Societal/community
    - b. Extension organization
    - c. Clientele
    - d. Professional self
6. Decide which *value orientations* are pertinent in each of the four perspectives.
    - a. Social
    - b. Health
    - c. Economic
    - d. Education
    - e. Environmental
    - f. Political
    - g. Psychological

187

7. Work with the key leaders to identify the *questions* within each perspective and value orientation.
8. Identify the *Extension publics* within each perspective.
9. Decide on and use public *involvement techniques* to get answers to key questions.
   a. Surveys
   b. Group meetings
   c. Advisory councils
   d. Existing data
10. Collect data and observations.

C. Concluding Phases

11. *Compare and interpret* data evidence against the criteria offered by the four perspectives and seven value orientations.
    a. Data are abstract
    b. Criteria
    c. Analysis
12. Decide on *interpretations and conclusions* regarding high-priority problems.
13. *React, reflect, and discuss* the tentative conclusions and interpretations of the data with the publics.
14. Decide on *learner needs*.
15. Set *learner objectives* or impact indicators for programs.
16. *Review and prepare* a written report and a concise situational statement.

188

Analysis Preparation Worksheet

1. Boundaries

2. Focus (what are the intended results of analysis?)

3. Leadership (list)

Name	Position

189

Personality Styles Grid

ISTJ	ISFJ	INFJ	INTJ
ISTP	ISFP	INFP	INTP
ESTP	ESFP	ENFP	ENTP
ESTJ	ESFJ	ENFJ	ENTJ

190

Personality Styles Worksheet

Betty Skog

Betty Skog is the 4-H Youth and Community Resource Development Agent in Adams County. Her personality style has been assessed as an extravert, sensing, feeling, perceiving (ESFP) type. She is aware of and sensitive to other people's feelings and values. She is good at greeting people, communicating with them, and adapting to changing situations. Betty likes to meet with people to discuss problems and solutions. She is aware of her tendency always to want more information, and she realizes program decisions must be made and implemented. Betty desires to be more fact-oriented, objective, and organized in planning programs.

In the recent Adams County long-range planning effort, she worked well with the rest of the Extension staff in developing the five neighborhood meetings and the surveys of 500 Adams County citizens and 300 farmers. When she analyzed the data from the meetings and the surveys using basic statistical methods, she found that farmers wanted to know what pesticides should be used, while other citizens felt farmers needed to know how to use pesticides safely. These types of contradictions led to her desire to look further for more information. Betty felt she was not in a position to make decisions on what was a priority. She was particularly sensitive to the need for more information because the feelings of both groups were at stake, and she did not want to affront either group.

Note:

- Betty involved a lot of people, initially.
- Betty recalled vividly many of the frustrations and feelings expressed at the meetings and in her contacts with citizens of Adams County.
- Betty would like to take an additional month or two to sort out the contradictions and to ask people for clarifications.
- Betty had not thought through how the two apparently contradicting sets of data might be a part of the larger picture and, thus, not inconsistent.

Tony Oleson

Tony Oleson is the Agricultural Extension Agent in Adams County. His personality style has been assessed as the introvert, sensing, thinking, judging (ISTJ) type. Tony is a practical person. He is quiet and does not speak just to be heard. Rather, he talks to communicate his ideas. He likes facts, details, specific practice observations, organizing and analyzing the objective facts from industry and economists, and making decisions about future programs. He has tended to neglect input from county and national health

191

continued

officials, county leadership, and the publics, and has not taken the initiative in social and political concerns. Tony has had to learn to be more conscious of other people's values and feelings. When not assisted by others, he likes analyzing only one aspect of the county situation. He does not like involving too many others when analyzing and deciding on future program plans. He has, in turn, occasionally experienced lack of understanding and support for his programs.

Tony was glad to go along, with assistance of Betty and Ann Patterson, the office chairperson, as they proceeded to get other people involved. He had done a lot of listening during the past several years, and he began to list the various comments he had heard about Adams County agricultural concerns during the past year. He studied the research reports sent out by the Extension specialists in agronomy, livestock, horticulture, farm management, conservation, and pest control, and state census data on agriculture, natural resources, local development, health, and social services. These data only confirmed his beliefs, rather than suggested new ideas.

After several weeks, Tony started developing a program on increasing productivity through livestock feed analysis and management. He felt this topic could help farmers beat the depressed farm economy.

Note:

- Tony was more uncomfortable when meeting with groups.
- Tony relied more on quantitative statistics, based on the scientific approaches.
- Tony made decisions quickly.
- Tony saw great possibilities for his livestock management education program.

192

Discussion Card

How would one or the other of the two modes of personality styles, in the scale assigned to your group, affect people's involvement in collecting data, data analysis, and making decisions on educational objectives?

Four Perspectives Role-Play Sheets

Societal/Community Role-Play

1. A large amount (1,000 acres) of Adams County prime farmland near Mason was recently lost to urban sprawl for economic development.
   - Close to utilities.
   - Close to Interstate Highway 007.
   - Sewer system in rural areas driving up the tax assessments for nearby farms.
2. Elections for county board and the mayor of Mason will be held in six months.
   - The campaigns have just started.
   - Five of the current seven county supervisors are farmers.
   - Several high-profile candidates are not farmers.
   - The agricultural community fears that city control of the county board will cause farm problems to worsen.
3. Four of the nine Board of Education seats are open.
   - Education is a hot issue.
   - Two new middle schools are needed, due to large enrollments and the dilapidation of one school building. Adams County has earmarked some county revenue for school capital improvements over the next five years.
   - The Adams County School System is ranked lowest in the state, based on college entrance examination scores, percentage of high school graduates, and scores on elementary/secondary ability tests, such as the Iowa Basic Skills test.
   - Being lowest in a state ranked thirty-fifth in the United States is an embarrassment.
   - Parents, politicians, citizen groups, and students are demanding better education.
4. Drug and alcohol abuse among youth is a local issue.
   - Six months ago, five teenagers were killed in a head-on collision that involved drinking and driving.
   - A Students Against Drunk Driving (SADD) group has formed in one of the two high schools.
5. The crime rate in Adams County is high.
   - Especially high for violent crimes such as murder, armed robbery, rape, and aggravated assault.
   - Strict law enforcement and heavy-handed judges have had no positive effect on the crime rate.
   - A lot of media attention has focused on the crime problem.

6. Water quality is a concern.
    - Two infant deaths due to nitrates.
    - Alarming upward trend in coliform and nitrate pollution of county wells.
    - Lakes "bloom" much earlier in season due to phosphates.
    - Fish counts are down and tourism is down.
    - Lakes and streams have increasing amount of silt.
    - Farmers do not have money to construct major soil-conserving structures.
7. Farm and agribusiness economies are stressed.
    - Farm foreclosures.
    - Thirty percent of Adams County farms are at risk for bankruptcy.
    - Two of four agricultural machinery dealers have gone out of business.

Group Roles for Societal/Community Perspective

County Supervisor

- Rural area.
- Up for election.
- Opposes industrial expansion onto prime farmland.
- Married to a farmer.
- Has two children in high school.
- Ex-school board member and initiator of the concern for improving education in Adams County.

Middle-School Teacher

- Ten years teaching U.S. history and social studies in Adams County schools.
- Active in the PTA.
- Vocal in the press about the lack of discipline in the schools, the truancy rate, and drug abuse among students.
- School board and administrators are not pleased with these press statements.

Citizen Group Representative

- The Environmental Action Coalition, a local citizens group, focuses on environmental protection and water concerns.
- The Coalition is working (1) to prevent expansion of industry onto prime farmland, (2) to institute land-use authorities to protect groundwater and reservoirs from contamination due to agricultural practices and industrial waste, and (3) to ban the use of herbicides along roads and highways.

Business Person

- Chairperson of the Adams County Business and Industry Council.
- Strong advocate for industrial expansion in the farm areas.
- Says economic development of the whole county depends on land near Mason and the interstate highway. Feels that jobs will be lost, and poverty, crime, and cost of welfare will increase.

Minister

- New in community.
- Former pastor of a small-town church in the state for five years.
- Wants a strong Bible study program.
- Developing youth group to include more high school age children.

Farmer

- Lifelong farmer. Inherited 200-acre farm from father 12 years ago.
- Married with three children ages 4, 7, and 9.
- Farm is an ideal area for industrial expansion.
- Has vowed not to sell farm.
- Will fight any developments that increase property taxes.
- Not in immediate danger of going out of business, but poor farm economy has hurt operation. Has had trouble paying bills. Was forced to refinance some loans to make payments.

Extension Organization Role-Play

The Cooperative Extension System is a national educational system with priorities in:

- Competitiveness and profits in agriculture.
- Alternative agricultural opporutnities.
- Water quality.
- Conservation and management of natural resources.
- Revitalizing rural America.
- Improving nutrition, diet, and health.
- Improving family and economic well-being.
- Building human capital.

The State of Readiness priorities are:

- Strengthening families.
- Agricultural profitability.
- Economic revitalization.
- Environmental quality.
- Human health and nutrition.

These statewide priorities are based on the criteria of:

- Need
- Potential impact
- Extension's market advantage
- Extension staff qualifications
- Research
- Extension's mobilizing ability

However, the state Extension service has a budget crisis. The State Extension Director strongly encouraged Extension administrators to absorb budget cuts. Some of these administrators claim that they do not know the director's priorities.

Many County Extension offices are receiving budget cuts and losing positions (20 positions statewide). Some counties will not have Extension agents in a particular program area and will have to share agents with a neighboring county. For example, a county with a relatively low amount of farm acres and number of farms will lose its Extension Agricultural Agent and will have to share the Extension Agricultural Agent in an adjacent county.

At the administrative level, most vacancies due to resignations or retirements have not been filled. The administrative offices are uncertain about future direction. Readiness has had one of the premier Cooperative Extension operations in the nation.

Even in the midst of these concerns, hard work and pride have helped to maintain quality Extension services. The state director and other Extension administrators are encouraging innovation and progress, but at a reduced cost.

Many clientele have let the Extension administration know, through county officials, letters, and press coverage, that they believe Cooperative Extension is an integral part of the state's rural economy and lifestyle. While most Extension staff and administrators agree, the challenge is to continue high quality of service while dealing with federal and state budget cuts.

Group Roles for Extension Organization Perspective

Program Leader

- Agriculture and natural resource area.
- Concerned with impact and change, priorities, efficiency, state commodity group policies, and agricultural research station results.

District Director

- Twelve counties.
- Four years in job.

Specialist

- Pest control area.
- Is against paperwork, accountability, reports, and bureaucracy.

Specialist

- Environmental, water and natural resources area.
- Concern for teamwork.

County Extension Agent

Concerned with local Adams County problems and local people's needs.

Clientele Role-Play

The John and Ruth Jones family owns and operates a 150-acre family farm on prime farmland 5 miles from Mason. John and Ruth have been married 20 years, have three children, and have farmed ever since they graduated from high school and got married.

Their farm includes:

- Corn, alfalfa, beef, and hogs.
- Heavily in debt, with loans that are due.
- Family stress and frustration.
- A polluted well.
- Increasing taxes and lower prices.
- Agricultural Stabilization and Conservation Service is insisting on expensive conservaiton practices, such as manure holding.

Group Roles for Clientele Perspective

John Jones

- 39 years old.
- Grew up on this farm.
- 4-H member in high school.
- Took over farm from father.
- Frustrated with farm business.
- Still loves the land, but the ''money crunch'' has taken the fun out of it.
- Has started grumbling and talking about quitting farming.

Ruth Jones

- 39 years old.
- Active in church and schools.
- Two years ago, started working as retail store clerk to earn additional cash.
- Recently given a raise.
- If she worked full time, the store manager would hire her to replace the assistant manager, who is retiring in two months.

Jim Jones

- 17 years old.
- Senior at Glen High School.
- Not interested in farming.
- Wants to join the U.S. Army so he can get out of Adams County.

- Has had some discipline problems at school; fights on school grounds.
- Known to drink beer when he and his friends cruise Mason.

Amy Jones

- 15 years old.
- Sophomore at Glen High School.
- Active in a number of clubs, including Biology Club and Horticulture Club.
- Always earns excellent grades, and scores very high on standardized tests.
- Would like to go to college. Concerned that, with increasing tuition, decreasing financial aid, and her family's financial difficulties, she may not be able to afford college.
- Recently started dating a boy who is a year older and who has a driver's license.
- Mother is concerned that the boy will pressure Amy to drink and engage in premarital sex.

Ann Jones

- 10 years old.
- Fifth grader.
- Average student.
- Likes animals on the farm.
- Often has said she would like to be a veterinarian.

Professional Self Role-Play

The Adams County Extension staff consists of one Extension Home Economics Agent, Ann Patterson, who serves as County Extension chairperson 25 percent of her time; one Extension Agricultural Agent, Tony Oleson; one Extension 4-H Youth and Community Resource Development Agent, Betty Skog; and two secretaries, Vicki Hansen and Debbie Lane.

The Adams County Extension staff has conducted the following major programs in the last two years:

- Family money management.
- Farm business management.
- Crop pest control.
- 4-H, including a beef market show and sale.
- Foods and nutrition.
- Drinking water education.

The County Extension office handles approximately 150 telephone calls a week.

Group Roles for Professional Self Perspective

Ann Patterson

- Home economist and office chairperson.
- Is an ENTJ (extravert, intuitive, thinking judging).
- As an extravert, likes working with people in groups.
- Involves others in decisions about Extension priorities and office management, while at the same time keeping all focused on Extension's overall perspective and long-range goals.
- Does not get "bogged down" in details.
- Appreciates people's values and feelings, but her objective thinking and factual approach to problems keep her from getting too immersed in the emotions and personal lives of others.
- Keeping at a distance from others' problems enables her to keep her focus on overall objectives and to treat all perspectives and biases with equal attention.
- Her home economics program is balanced and reflects health, educational, economic, social, and psychological concerns, not just her foods and nutrition speciality.
- Makes up her mind after looking at a situation.
- Is a mover and shows impatience when others want more analysis.

- Feels pressed for time, trying to handle her office chairperson duties while at the same time providing a full, comprehensive, and balanced home economics program.

Tony Oleson

- Extension Agricultural Agent.
- Is an ISTJ (introvert, sensing, thinking, judging).
- Is a practical person.
- Is production and economics oriented.
- Is quiet and does not speak to be heard. Rather he talks to communicate his ideas.
- His sensing preference means he likes facts, details, and specific practice observations; organizing and analyzing objective facts from the industry and economists; and making decisions about future programs based on the current facts and details.
- Has tended to neglect input from county and national health officials, the county leadership, and the publics, and has not taken the initiative in social and political concerns.
- Had to learn to be more conscious of other people's values amd feelings.
- When not assisted by others, he likes analyzing only one aspect of the county situation at a time.
- Being an introvert, he does not like involving too many others when analyzing and deciding on future plans.
- Has experienced occasional lack of understanding and support for his programs.

Betty Skog

- 4-H Youth and Community Resource Development Agent.
- Is an ESFP (extravert, sensing, feeling, perceiving).
- Is aware of and sensitive to other people's feelings and values, especially environmental, health, political, social, and psychological values.
- Is good at meeting people, communicating with them, and adapting to changing situations.
- Might want to look more seriously at learning to be more fact oriented, objective, and organized in planning future programs.

Four Perspectives Worksheet

1. Order of four perspectives presented:

   1. ____________________

   2. ____________________

   3. ____________________

   4. ____________________

2. Other observations:

3. Identify specific (names) individuals and groups of people in each of the four perspectives who have a major influence or involvement in the situation.

	Adams County	Your Setting
Societal/Community		
Extension Organization		
Clientele		
Professional Staff		

4. Within each of the four perspectives, identify the crucial questions that need to be answered to understand the situation more completely. Identify the source(s) of the answers and the method you could use to obtain the answers.

	Adams County	Your Setting
Societal/Community		
Questions to ask:		

continued

Sources of answers:

Method:

Adams County **Your Setting**

Extension Organization

Questions to ask:

Sources of answers:

continued

Method:

Adams County Your Setting

Clientele

Questions to ask:

Sources of answers:

Method:

Adams County Your Setting

Professional Self

Questions to ask:

Sources of answers:

Method:

5. What are the major differences in how the people in each of the four perspectives view the problem situation?

Adams County	**Your Setting**

Value Orientations Card

Value: ____________________

Why?

Effect?

207

Values Dilemma Worksheet

The Situation: You have to make a value-based program choice. No data, experiences, or colleagues are available to assist in this decision. You can do only one, not several programs. You do not have time to procrastinate.

1. Which *one* of the following sets would be *most* important in your decision?

2. Which *one* would be the *second* most important?

3. Which *one* would be third? Fourth? Fifth? Sixth? Seventh?

Rank the following (Use 1 for most important, 7 for least important)

________ Social (concern for group, community)

________ Health (safety, hygiene, nutrition, shelter, medicine, hospitals)

________ Economic (money, jobs, income, businesses, profits)

________ Education (learning, knowledge, research, schools, academic theory)

________ Environmental (aesthetics, water, soils, wildlife, natural resources)

________ Political (laws, policies, voting, democratic action, power)

________ Psychological (individual rights and responsibilities, self-concept, fairness)

Value Orientations Worksheet

Using the same case study or problem you focused on for the "Four Perspectives Worksheet," continue the analysis process by answering the questions that follow.

1. Place an "X" in the cell(s) (one per perspective column) representing the value orientations that have the greatest influence on each of the four perspectives. For example, if budget concerns (economic) are the main reason the county board (community) will not support a program or staff position to help solve the problem, place an "X" in the square where the "societal/community" perspective and the "economics" value orientation meet.

	Perspective			
Value Orientation	Societal/ Community	Extension Organization	Clientele	Professional Self
Social				
Health				
Economic				
Education				
Environmental				
Political				
Psychological				

2. Why did you place an "X" in those four cells?

3. *Circle* the *one cell* of most importance or concern to you.

continued

4. For the circled cell, identify and list the analytical questions you want answered in the case situation or in your own setting.

5. What data are available in the case situation to answer your questions?

6. Of the other six value orientations that you believe are less important in this situation, are there any that you believe should be considered or weighed more heavily in the analysis of the case situation? Why?

Day Two

Positive Involvement

1. Identify one experience (educational, planning, training, etc.) in which you felt very involved and about which you felt or now feel very positive.

2. Describe the experience and what made you feel involved.

continued

3. Why did you feel positive?

212

Involvement Techniques Worksheet

Listed here are several techniques for involving people in situational analysis. Read through the list and, in the middle column, check whether you have ever used these techniques. Then, in the right-hand column, list what the outcomes were for the techniques you used.

Technique	Used?	Outcomes?
1. Surveys		
2. Personal Interviews		
3. Group interviews		
4. Community, county, or statewide meetings		
5. Nominal group techniques		
6. Advisory committees or councils		
7. Task forces		
8. Group meetings of organizations or citizen groups at which the Extension professional is a guest		
9. Self-assessment inventories		
10. Evaluation/feedback sessions		
11. Peer reviews		
12. Performance or merit appraisals		
13. Mail surveys		
14. Telephone surveys		
15. Participant evaluations of programs		
16. Delphi technique		
17. Existing data, such as records, reports, articles, demographics, and so forth		
18. Content analysis		
19. Formal hearings		
20. Ombudsman		
21. Public self-reports and testimony		
22. Force-field analysis		
23. Iceberg analysis		

Involvement/Data Collection Worksheet

1. List the various involvement techniques you have used. Check ( ) the ones you believe are high involvement.

2. In the situation you are considering for this exercise, determine:

a. Which perspective needs to be involved. Please *check* only one in the list.

____ Societal/Community
____ Extension Organization
____ Clientele
____ Professional Self

b. What do you need to know from each of the four perspectives to achieve the situational analysis purposes?

Societal/Community:

Extension Organization:

Clientele:

Professional Self:

214

continued

3. From the list of techniques in Question 1 and the list generated earlier by the other participants, which involvement/data collection techniques would you use to obtain the needed information for each perspective?

Societal/Community:

Extension Organization:

Clientele:

Professional Self:

215

Adams County: Focusing on the Situation

General County Data

The most recent census (1980) indicated Adams County's population was 63,132, with 34,424 living in the City of Mason, the county seat; 25,990 in rural, nonfarm areas; and 2,718 on farms. There were about 22,000 households in Adams County. The population was 63 percent white and 36 percent black. Per capita income was $9,239, and 2,464 families lived in poverty as defined by federal income statistics. Recent unemployment was 12.2 percent for December of the past year.

Thirty-five percent of the people are employed in manufacturing and 65 percent in nonmanufacturing. Farm income is estimated at $48 million and industrial income at $138 million per year. Thirty-nine new businesses were started in the county this past year, while eight went out of business.

The 22 public schools have a total of 12,853 students. Two private schools enroll 968 students.

Recently, under the leadership of the Adams County Extension staff, data were collected from citizens through meetings and mailed questionnaires. Five community meetings were held, with the following attendance:

Community	Number Attending
Mason	63
Fitchburg	49
Stoney Creek	36
Clearwater	46
Gold Hill	26

Note: The data and descriptions within these materials are drawn from *Adams County USA,* a case study of Adams County, which is part of **Module 2: The Extension Education Process.** For more in-depth treatment of many of these data, workshop leaders are encouraged to refer to that module.

Using the nominal group technique, the following 20 concerns were ranked in priority according to the voting at the five meetings.

Adams County
Top 20 Priority Problems/Concerns

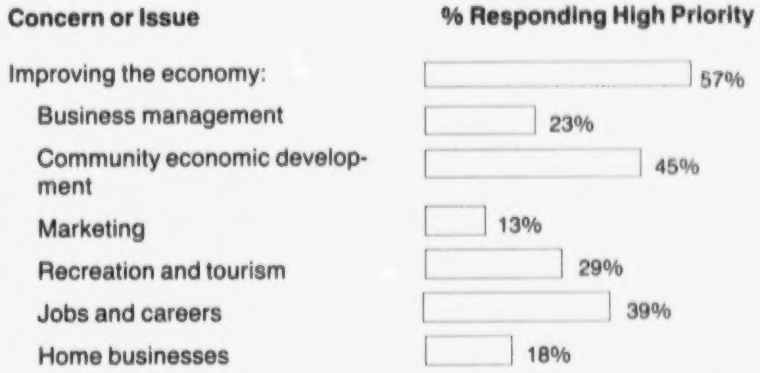
Rank	Problem	Total Points
1	Natural resources protection; i.e., groundwater, rivers, solid waste	56
2	Reducing dependency on public support system	52
3	Total agriculture economy, dairy, crops, forestry	39
3	Lack of understanding of county's major involvement in agriculture	39
5	Maintenance of quality education, including staff, facilities, and program	37
6	Assisting farmers in marketing and farm management to avoid overproduction	35
7	Deterioration of social norms, respect for authority and family	34

continued

Rank	Problem	Total Points
8	Elderly rights and opportunities, health, and housing	34
9	High property taxes	33
10	Waste management—animal, solid, human	29
11	Drug and alcohol abuse	29
12	Existing/new business development—job training/retraining unemployed	23
12	Support agriculture/livestock sector (technology, people, services) and the family farm	23
14	Establish priorities for educational system offerings according to qualitative and quantitative community needs	19
15	Better understanding of the need for industrial development	18
16	Sexual assault, including sexual abuse of children; treatment programs; and community education programs	17
17	Education on the marketing of agricultural products	16
18	Inability to retain and attract our most talented people	15
18	Highway development access from all directions	15
20	Quality child care	14

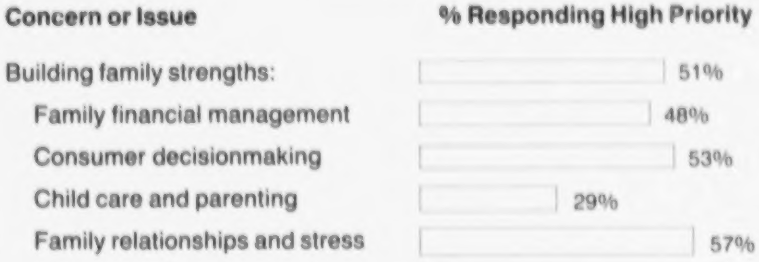
The mail questionnaires were sent to 500 randomly selected adults; 300 of these mail questionnaires were returned for a return rate of 60 percent. The key results of that questionnaire follow.

ADAMS COUNTY CITIZENS
Economic Improvement

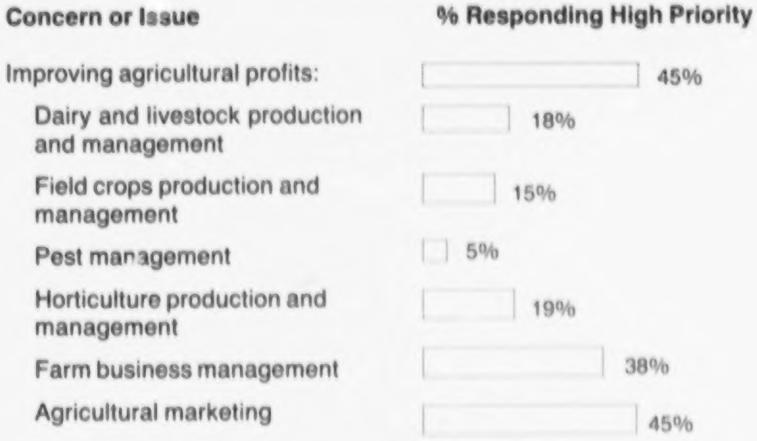


continued

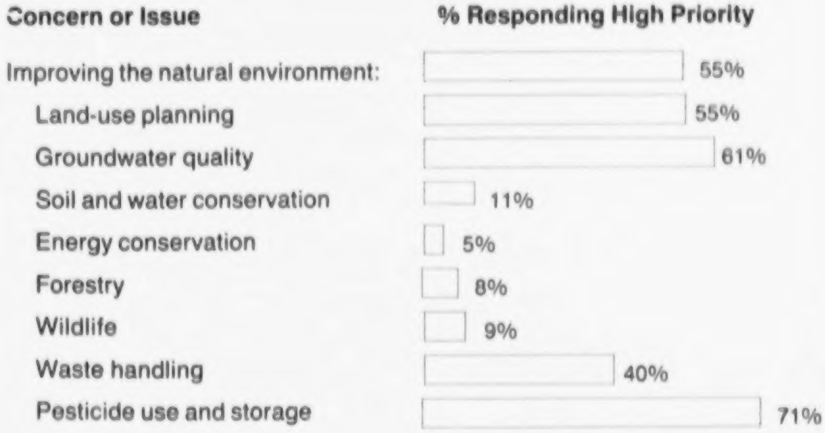
ADAMS COUNTY CITIZENS
Family Strengths



ADAMS COUNTY CITIZENS
Agricultural Profitability

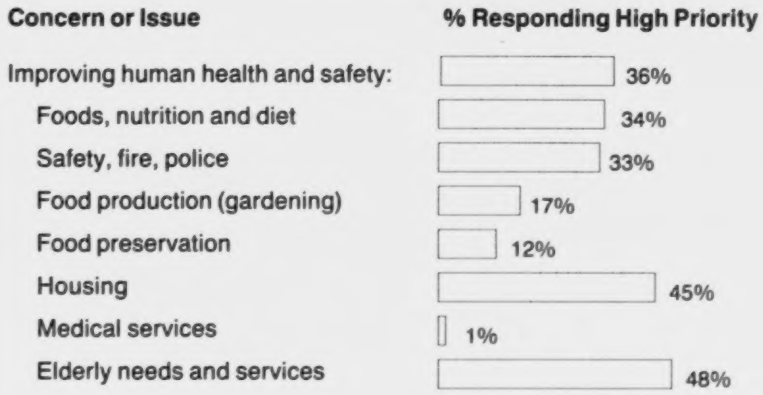


ADAMS COUNTY CITIZENS
Natural Environment

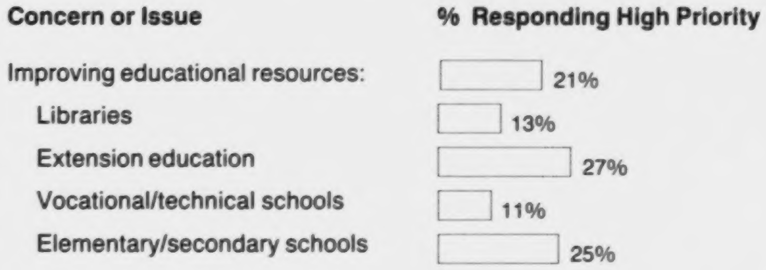


continued

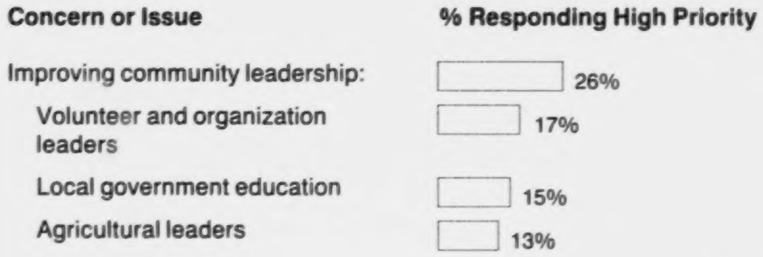
ADAMS COUNTY CITIZENS
Human Health and Safety



ADAMS COUNTY CITIZENS
Educational Resources

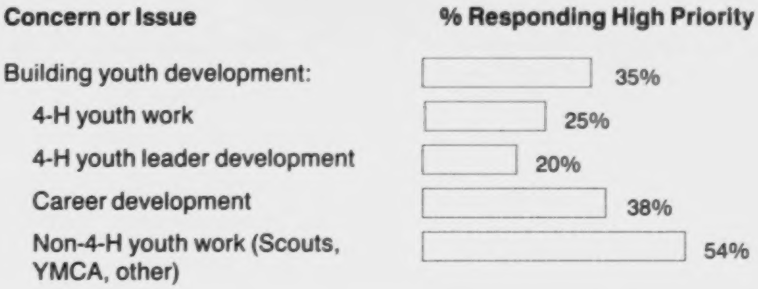


ADAMS COUNTY CITIZENS
Community Leadership



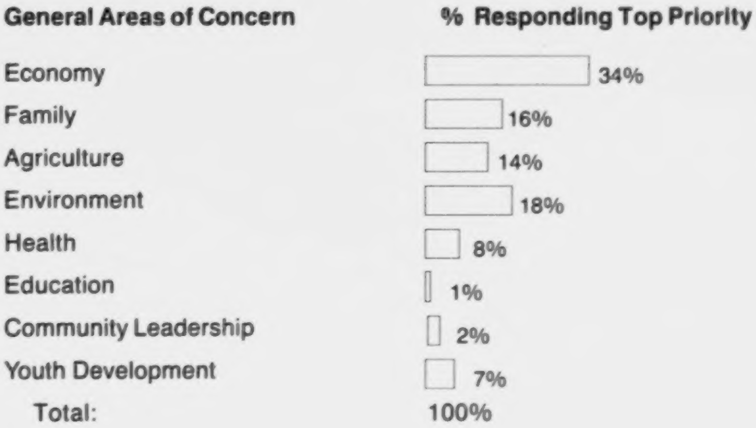
continued

ADAMS COUNTY CITIZENS
Youth Development



When asked to rank order the foregoing eight general categories of concerns, 34% indicated economic concerns were top priority, 18% picked environment, and so forth.

ADAMS COUNTY CITIZENS



In response to a question on factors that the Extension staff and the county Extension committee should consider when setting program priorities, the responses were as follows:

	% Responses		
Factor	Extremely Important	Important	Unimportant
Program timeliness	45	45	10
Program access	40	48	11
Program location	68	17	15
Program cost	45	45	10
Trustworthy information	78	17	5
Past "track record" or image	38	50	12
Program is not duplication	65	30	5
Potential impact and benefit	72	25	3
People's needs	82	15	3
Taxes	75	24	1
Useful information	74	24	2

Agricultural and Natural Resources Data

The latest census data on agriculture indicated that Adams County has 1,118 farms, averaging 139 acres in size, with a total of 155,892 acres in farms. Approximately 104,000 acres of the county are in woodlands; 3,000 acres are in pasture; and 30,000 acres are in urban or developed land. Annual precipitation is 46.94 inches. Forty-two of these inches come as rain between April and October.

The entire county drains into the Rock River watershed, with six or seven small tributaries creating smaller watersheds. Six lakes have a total water surface area of 26.8 acres. There are four water reservoirs for municipal water use. The reservoirs are usually full and pose little or no problem, with the exception of continuing summer maintenance. Much more algae and weed growth in the lakes has been occurring during the early months of the summer, May and June, as against late July 10 years ago. Some tourists have been complaining of smaller fish catches.

The recent sharp increases in corn and soybean acreages have caused a sharp reduction in the amount of contour stripcropping and grassed waterways. A 37 percent reduction has occurred in stripcropping since 1970, so that now 18,500 acres are in contour strips. Many of the corn and soybean farmers use weed-free tillage and spray programs. Eighteen farmers have tried irrigation, especially on fruit, vegetables, and certain soils. As livestock numbers have decreased, the amount of forages and grasses also have decreased drastically. During the past 10 years, the number of farms has decreased considerably. During the past year, 56 farm auctions were conducted. The number of foreclosures by banks has increased sharply over the past decade.

Yields of corn and soybeans have leveled off. The sharp decrease in beef consumption has hurt Adams County farm income. The increases in poultry consumption have had little effect on Adams County farm income.

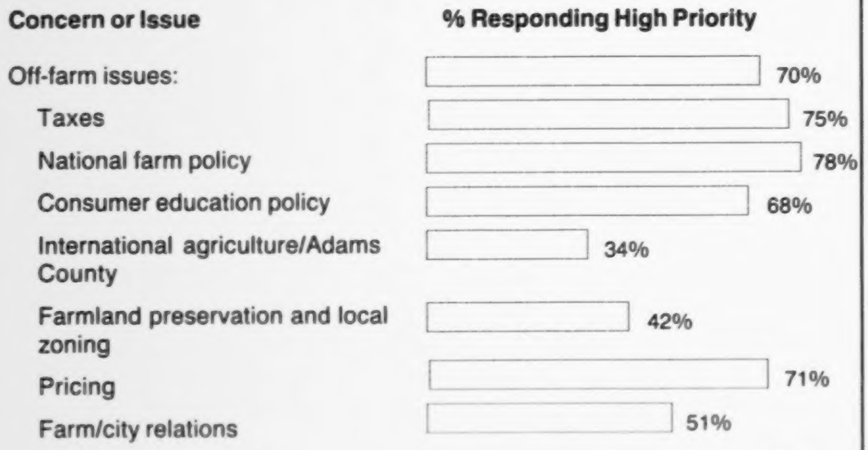
A small but steadily increasing number of farmers are asking the Extension agents for more information on sustainable agriculture, organic farming, or other options for incomes. The County Extension office is receiving requests for assistance on farm management and record keeping.

An increasing number of farm wells, especially in the Town of Fitchburg where 18 percent of the wells are affected, have high levels of nitrates and bacteria. Water tables are high, and a majority of rural wells are less than 50 feet deep. The municipal water wells are safe, but municipal engineers are concerned about the possible contamination of these wells due to extensive use of nitrogen, phosphates, and PCBs, and the influx of industrial wastes from the City of Mason. Well testing has detected increased amounts of atrazine in the water. Last year, 20 wells were determined to have over .35 parts/billion.

General policies on water-well drilling, percolation tests, land-use planning, soil and water conservation, and waste handling are almost nonexistent in the rural, unincorporated areas. Most farmers do not want any government regulations, and many townships near Mason have an increasing number of rural, nonfarm homes with private wells and septic systems.

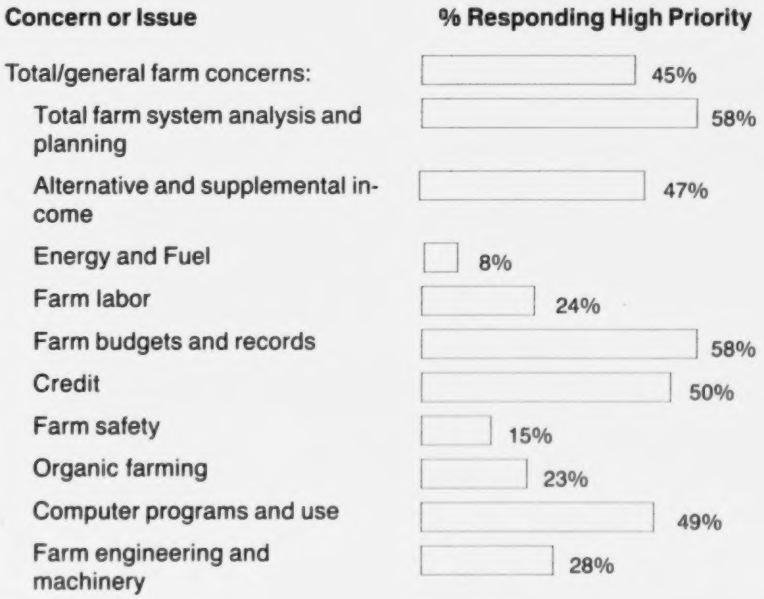
During the recent situational analysis in Adams County, under the leadership of the Adams County Extension staff, 198 of 300 farmers responded to a mail questionnaire. The key results of that questionnaire follow.

ADAMS COUNTY FARMERS
Off-Farm Issues

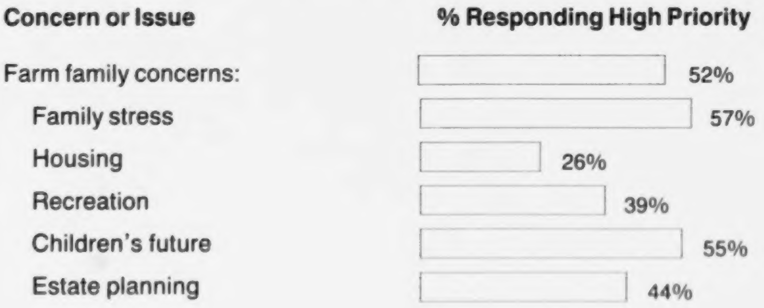


continued

ADAMS COUNTY FARMERS
Total/General Farm Concerns

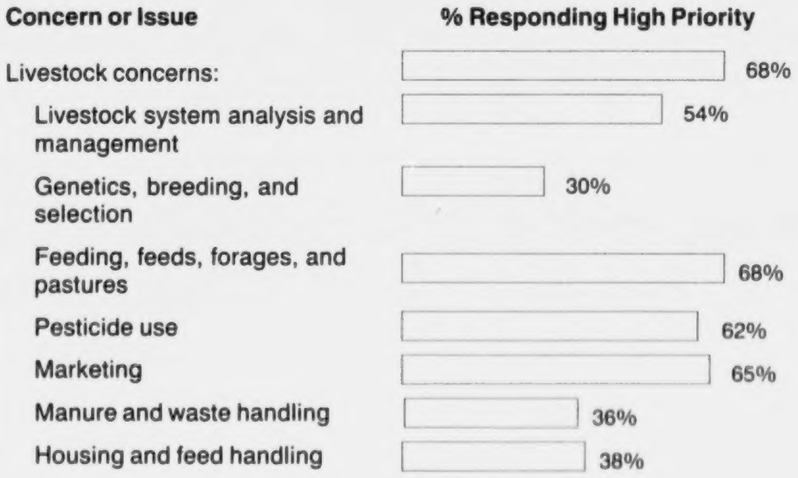


ADAMS COUNTY FARMERS
Farm Family Concerns

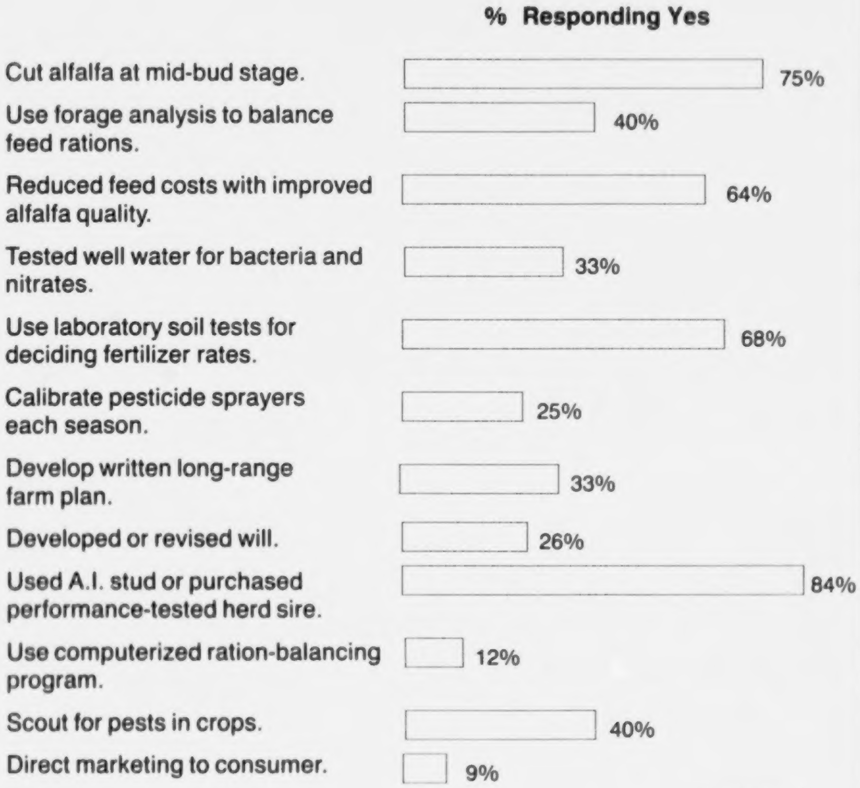


continued

ADAMS COUNTY FARMERS
Livestock Concerns



ADAMS COUNTY FARMERS
Farm Practices Used



continued

Minimum or no tillage.	18%
Improved on-farm pesticide storage facilities.	13%
Crop system economic analysis.	15%
Livestock system economic analysis.	10%
Farm cash flow analysis.	20%
Farm debt/asset analysis.	62%

ADAMS COUNTY FARMERS
Crops Concerns

Concern or Issue	**% Responding High Priority**
Crops concerns:	65%
Crop system analysis and management	62%
Varieties and selection	41%
Water and irrigation	16%
Fertility	48%
Pest control	85%
Pesticide use	65%
Harvesting	22%
Storage	68%
Marketing	75%
Fruit production, management, and marketing	10%
Vegetable production, management, and marketing	14%

ADAMS COUNTY FARMERS
Environmental Concerns

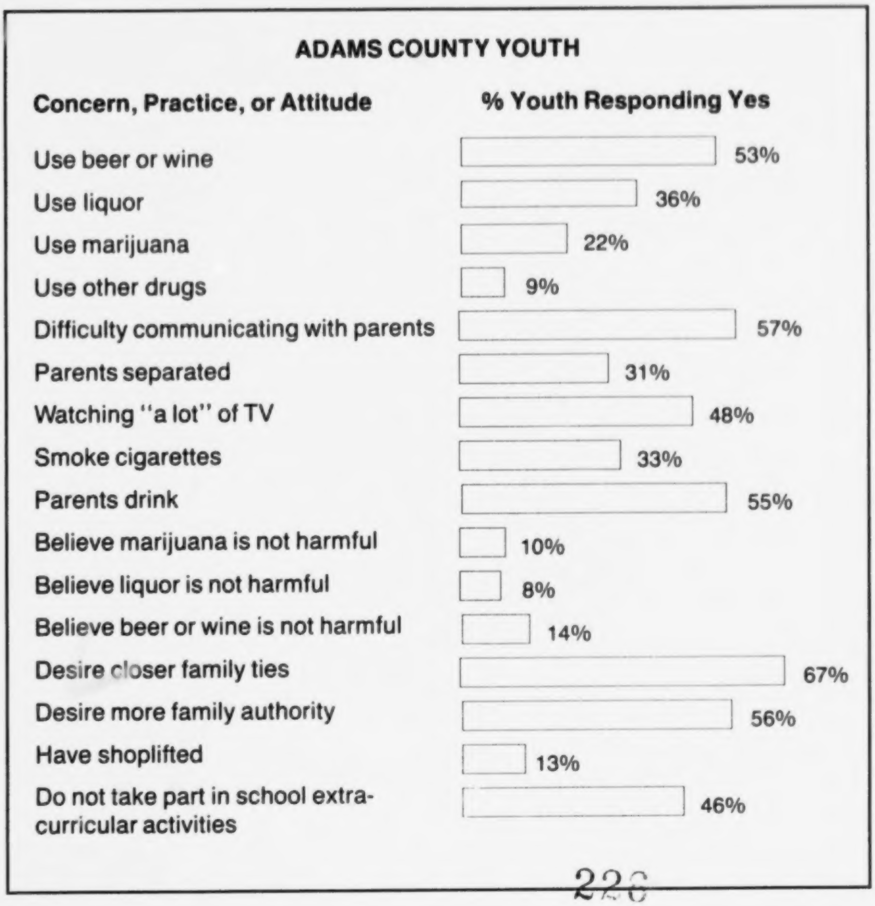
Concern or Issue	**% Responding High Priority**
Environmental concerns:	35%
Soil and water conservation	55%
Forestry	19%
Wildlife	18%
Groundwater and well-water quality	11%

Family and Youth Data

Many families have requested County Extension Office assistance on consumer credit, choosing high quality goods, preretirement planning, legal rights, and coping with energy. The Extension Office has received an increasing number of calls about housing. Last year, the consumer debt in the county increased by 4 percent, and bankruptcies are increasing at a similar rate. Family stress, pressures of juggling jobs and home responsibilities, custody questions following divorce, child abuse, alcohol abuse, teenage pregnancy, lack of communication in marriages, and services for the elderly recently received more attention. Some families are postponing medical and dental care to cope with reduced purchasing power. Welfare for Dependent Children has increased, to the concern to many.

Over 2,000 houses in Adams County are dilapidated. Many of these are occupied by senior citizens, and many are rented. No public housing is available for senior citizens. Cities and towns have argued that the need has not yet reached the level where families cannot take care of the situation.

Many graduating youth try to find jobs locally, but most end up going off to college or finding jobs in the city 100 miles away. The recent Families in Action Coalition survey of high-school age (eighth through twelfth grade) students in Adams County revealed the following information about this age group.



Teenage pregnancy is a concern in Adams County. Two years ago, there were 370 pregnancies among females, ages 10-19, with 306 of them out of wedlock. Over one-half (167) were among teenagers in the City of Mason. Adams County had the highest rate in the state for pregnancies among unwed females, ages 15-17. Adams County holds second place in the state for reported cases of syphilis. In the last 12 months, 81 cases of syphilis and 565 cases of gonorrhea were recorded. Divorce rates have increased.

The local newspaper quoted a Families in Action member as saying, "I think the parents need to be more aware of their drinking habits. We can't ask teens not to do something we do. Parents who have so much alcohol on their breath would never know what their children were drinking. It just seems to me that if you love them enough you could give up drinking." Social workers say alcohol is easy to obtain. The police chief has concluded that the vast majority of alcohol comes from the home, where it is readily available. And, alcohol is much easier and safer to get at home.

More than 100 of Glen High School's 1,350 students recently attended Students Against Drunk Driving (SADD) meetings. Several other schools are organizing chapters. Students like the idea that SADD is *their* organization.

Adams County Questions and Involvement Worksheet

Question	Answer source	Involvement technique
Economic:		
1. What different crop acreages are grown in Adams County?		
2. How many different livestock types are raised and sold?		
3. What volumes and values of agricultural products are sold?		
4. Are these agricultural sales going up or down?		
5. What agricultural problems do the banks and credit agencies believe need the most help?		
6. How many businesses have started and failed in Adams County during the past five years?		
7. What are the motel and hotel occupancy rate trends in Adams County? (Nonrelated)		
8. What are the consumer and household purchasing patterns?		
Education:		
1. For what problems are farmers asking the most help?		
Environmental:		
1. How are the water and soil conservation practices applied?		
2. What are the current phosphate and oxidation levels in the lakes?		
3. What soil and water conservation practices are being applied at what rates in Adams County?		
4. How many farm wells have been tested recently, and what are the bacteria and nitrate levels?		

continued

Question	Answer source	Involvement technique
5. What are the current animal manure spreading practices on farms in Adams County?		
6. What chemicals are being sold for control of beef and corn pests and parasites?		
7. What current calibration and pesticide safety practices are used by commercial and farm applicators?		
Health: (None)		
Psychological: (None)		
Political:		
1. What do the other government officials believe are the most serious problems?		
2. What do government officials know about state solid-waste, recycling, and disposal laws? How many city municipalities have a recycling ordinance?		
3. How are the municipalities allocating funds to different groups, such as the police, fire, highways, welfare, libraries, senior citizens, educators, business developers and others? What are the budget allocation trends?		
Social:		
1. What are the marriage, divorce, and birth rates in Adams County over the past five years?		
2. How much television do families and children watch? Which programs? (Non-related)		
3. How much time and money do farm families spend on recreation?		
4. What roles do children play in the total farming enterprise?		

Need Analysis Worksheet

To analyze a situation, you can identify a set of crucial questions to ask within each of the cells created by the matrix of four perspectives and seven value orientations. In column 1, identify seven (or more) critical specific questions, one from each of the seven value orientations. For each, find the "what is" answers, using the various, available data. List the answers (the different characteristics or aspects of the situation) in column 2.

In column 3 ("what should be"), describe, if you can, the preferred situation (what you think the situation should be).

Question	**Current situation descriptors ("what is")**	**Desired situation descriptors ("what should be")**
1.		
2.		
3.		
4.		
5.		
6.		
7.		

continued

Discuss the following questions as an individual and as a group, according to the situation you are focusing on.

1. Given your answers (the "what is") to your questions, what gaps exist between the "what is" situation and the "what should be" situation?

2. Given these gaps, what do you conclude the problem(s) are in this situation?

3. Can you identify the root *causes* of these problems? If yes, what are they? Please explain. If no, how would you determine the root causes of the problems?

4. What are the *obstacles* to changing the "what is" situation?

5. What *resources* would help change the "what is" situation?

6. What questions need answers in order for you to continue developing educational goals and objectives?

Force-Field Analysis

1. Identify the current behavior to be analyzed, such as:

   —Farm bankruptcy
   —Teenage pregnancy
   —Elderly housing
   —Main street

2. Identify the negative SHEEEPP forces that keep the situation from improving:

Social	Health	Economic	Educational	Environmental	Political	Psychological
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____

3. Identify the positive SHEEEPP forces that are helping to improve the situation.

_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____	_____
Social	Health	Economic	Educational	Environmental	Political	Psychological

4. Identify the actions and steps needed to *overcome* negative forces and restraints.

5. Identify the actions and steps needed to *use* the positive forces advantageously.

6. Set priorities on strategies, actions, and next steps.

Note: a. Works well with other tools, once certain needs are identified.
b. Especially good for knowing limitations, constraints, and resources.

Analysis Checklist

1. Indicate which situation perspectives were involved in your analysis. (Check *all* that apply.)

____ Societal/community (macro external)

____ Extension organization (macro internal)

____ Clientele (micro external)

____ Professional self (micro internal)

2. Which of the following quesitons have you answered? (Check *all* that apply.)

____ What do people *know* about the problem?

____ How do the people *feel* about the problem?

____ What are various individuals or groups *doing* about the problem?

____ Who is helping to correct the problem?

____ Who has the *power* to help find and implement a solution to the problem or prevent solution?

____ What community *resources* could be used to help change the situation?

____ What *expectations* do people have for assistance and help from you and Extension in general?

3. How has your personality style influenced your analysis? (Check *all* that apply.)

____ Prefer high public involvement techniques.

____ Prefer low public involvement techniques.

____ Prefer working alone, or "one on one."

____ Prefer working in groups.

____ Prefer to think through all the details leading to a judgment.

____ Prefer to make intuitive judgments.

____ Prefer to take my time gathering data and analyzing the situation.

____ Prefer to gather data quickly and make a decision.

234

Decisions and Consequences Worksheet

1. Relist all possible clientele problems identified by group members.

2. After discussion of the problems identified, use the left-hand column to rank them in order of priority.

	Problem	Criteria	Supportive Data
1.			
2.			
3.			
4.			
5.			

3. In the middle column, list the values and criteria used to support these priorities.

4. In the right-hand column, list data in support of the group's decisions on the problems' relative importance.

5. If the group's decisions on these problems are challenged, what rationale or argument can be made in support of the group's decision?

continued

6. Given the priority decisions on major problems by your group, what could be the likely consequences or reactions from each of the four perspectives in this total situation?

Societal/Community:

Extension Organization:

Clientele:

Professional Self:

7. What will happen if Extension *does* act to solve the problem now?

Societal/Community:

Extension Organization:

Clientele:

Professional Self:

236

continued

8. What will happen if Extension *does not* enact a program now?

Societal/Community:

Extension Organization:

Clientele:

Professional Self:

237

Learner Needs Worksheet

The community need or problem is water quality. The numbers and percentages of farm water wellspolluted with nitrates and coliforms have increased from zero in 1965 to 10 percent in 1975 to 12 percent in 1985. Two nitrate-related infant deaths have been reported during the past year in this area.

What do clientele need to learn to take care of this need or problem?

Clientele	Learning Need

Learner Objectives Worksheet

The Need: The numbers and percentages of farm water wells polluted with nitrates and coliforms have increased from zero in 1965 to 10 percent in 1975 to 12 percent in 1985. Two nitrate-related infant deaths have been reported during the past year in this area.

The Goal: To reverse the general trend of farm and municipal well-water pollution and, in fact, to reduce the occurrence to zero by the end of the four-year program cycle.

The Learning Objectives:	**Acceptable**	**Not acceptable**	**Why**
1. Conduct workshops on pesticide applicator calibration.	☐	☐	
2. Have exhibit at county fair on nitrate pollution sources.	☐	☐	
3. Conduct well-water testing campaign.	☐	☐	
4. Create public awareness of environmental concerns.	☐	☐	
5. Create public appreciation of need for safe water.	☐	☐	
6. Stoney Creek livestock farmers to learn six opitons for managing barnyard runoff.	☐	☐	
7. Take my full vacation for the first time in 16 years.	☐	☐	
8. Extension home economics leader training lesson to include a unit on well-water pollutants.	☐	☐	
9. Farmers to learn to apply fertilizer according to soil tests.	☐	☐	
10. Develop improved urban and farm relationships program.	☐	☐	

continued

The Learning Objectives:	Acceptable	Not acceptable	Why
11. Commercial pesticide applicators to learn safe disposal methods for pesticide containers.	☐	☐	
12. Implement a mass media campaign on non-point pollution.	☐	☐	
13. Apple growers to eliminate Alar from their spray programs.	☐	☐	
14. Celebrate the 75th anniversary of the 1914 Smith-Lever Act.	☐	☐	
15. Reduce the number of farm foreclosures in Adams County.	☐	☐	
16. Increase the number of farmers who use the Integrated Pest Management Program.	☐	☐	
17. Crop farmers to calibrate weed spray applicators when spray pattern is distorted.	☐	☐	
18. Develop educational programs to foster understanding of the impact of natural resources on the quality of both urban and rural life.	☐	☐	
19. Facilitate the collaboration of public groups affected by water quality to assess and develop public policy.	☐	☐	
20. Crop farmers to launder pesticide applicator	☐	☐	

Action Plan Form

As a follow up to the Situational Analysis Workshop, please complete the "Participant" portion of this form and *return it to the workshop leader as you leave.*

Participant

Name: ______________________ Position: ______________________

Office Address: ______________________ City: ____________ State: ________ Zip: _____

Telephone: (   ) ____________

List three things you will change, accomplish, or use (specific ideas, skills, or procedures) from this workshop within the next six months.

1. ____
2. ____
3. ____

- -

Supervisor, Leader, or Chairperson (6-month follow up)

What, if any, changes have you noticed in the participant's work since the workshop? Please be as specific as possible.

____

____

____

____

____

____

____

____

____

Note: Participant should complete and forward to supervisor, leader, or chairperson (optional) for his or her completion of the lower part of the Action Plan Form.

Workshop Evaluation/Feedback Form

1. What *concepts/ideas* will be *most useful* to you?

2. What *concepts/ideas* will *not* be *useful* to you?

3. What *activities and materials* were *most helpful* in learning the subject matter being presented?

4. What *activities and materials* were *least helpful* in learning the subject matter being presented?

continued

Please check the appropriate answer to the following statements:

5. The Situational Analysis Model phases and concepts were

____ Very clear.
____ Fairly clear.
____ Somewhat confusing.
____ Very confusing.

6. Understanding the Situational Analysis Model will be

____ Very useful in my work.
____ Somewhat useful in my work.
____ Not very useful in my work.
____ Totally useless in my work.

7. The activities used in this training program had

____ Excellent variety and participant involvement.
____ Good variety and participant involvement.
____ Fair variety and participant involvement.
____ Poor variety and participant involvement.

8. Would you recommend this training program to other Extension professionals?

____ Absolutely.
____ Sometimes.
____ Unlikely.
____ Absolutely not.

Please make any additional comments here.

Working With Our Publics
Module 4: Situational Analysis

Instructional Aids

Developed by: Laverne B. Forest, Leader, Program Development and Evaluation
Wisconsin Cooperative Extension Service
University of Wisconsin–Madison

Edgar J. Boone, Project Director

Published by the North Carolina Agricultural Extension Service
and the Department of Adult and Community College Education
North Carolina State University, Raleigh

Contents

Instructional Aids

Videotapes

- "The Dubbing of Sir Vantage"
- "Adams County Perspectives"
- "A Trip to Priority Peak"

Situational Analysis Posters (SAP)

- SAP-1: Be Wise
- SAP-2: Set Goals
- SAP-3: Listen
- SAP-4: Analyze
- SAP-5: Change
- SAP-6: Paralysis Through Analysis
- SAP-7: Think
- SAP-8: Discern and Define
- SAP-9: Conflict
- SAP-10: Reflect
- SAP-11: Anticipate
- SAP-12: Leadership
- SAP-13: Set Priorities
- SAP-14: Respond to Situations
- SAP-15: Vision
- SAP-16: Law of the Situation
- SAP-17: Creative Leadership

Values Posters (VP)

- VP-1: Social
- VP-2: Health
- VP-3: Economic
- VP-4: Education
- VP-5: Environmental
- VP-6: Political
- VP-7: Psychological

Transparency Masters (TM)

- TM-1: Situations Definition
- TM-2: Situational Analysis Definition
- TM-3: Seven Situations Map
- TM-4: Seven Situations List
- TM-5: Situation Statement Example
- TM-6: Checklist
- TM-7: Workshop Objectives
- TM-8: Situational Analysis: Key Phases
- TM-9: Personality
- TM-10: Four Perspectives

245

continued

TM-11: Value Orientations
TM-12: Involvement and Data Processes
TM-13: Situational Analysis Model
TM-14: Circle of Boundaries
TM-15: Purposes of Situational Analysis
TM-16: Four Personality Scales
TM-17: Personality Styles
TM-18: Introversion-Extraversion
TM-19: Intuition-Sensing
TM-20: Feeling-Thinking
TM-21: Perceiving-Judging
TM-22: Map of the United States
TM-23: Map of State of Readiness and Adams County
TM-24: Kinds of Perspectives
TM-25: Societal/Community Perspectives
TM-26: Extension Organization Perspective
TM-27: Clientele Perspective
TM-28: Professional Self Perspective
TM-29: Past Categories for Observations
TM-30: Reasons for Seven Value Orientations
TM-31: Value Orientations/Perspectives Grid
TM-32: Experiential Learning Model
TM-33: Priority Setting

Additional Instructional Aids

Transparency Masters

TM-34: A Situation?
TM-35: Definition of Program
TM-36: Definition of Planning
TM-37: Definition of Needs
TM-38: Definition of Change
TM-39: Plan for the Situation
TM-40: Situational Analysis?
TM-41: Historical Models
TM-42: Definition of Situational Analysis
TM-43: Purpose of Situational Analysis
TM-44: Situational Analysis Results
TM-45: Definition of Process
TM-46: Kinds of Barriers
TM-47: Kinds of Myths
TM-48: A Calm Situation
TM-49: A Crisis Situation
TM-50: Goals and Objectives
TM-51: Definition of Personality Style
TM-52: Definition of Value Orientations
TM-53: Definition of Perception

continued

TM-55: Definition of Involvement
TM-54: Perception Test
TM-56: How to Involve Others
TM-57: Involving Publics
TM-58: Who to Choose?
TM-59: Involvement Techniques
TM-60: Surveys
TM-61: Group Meetings
TM-62: Formal Groups
TM-63: Existing Data
TM-64: Questions to Ask
TM-65: Making Judgments
TM-66: Definition of Judgment
TM-67: Definition of "Satisficing"

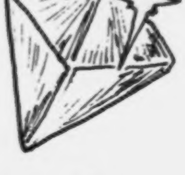
TIP Sheets

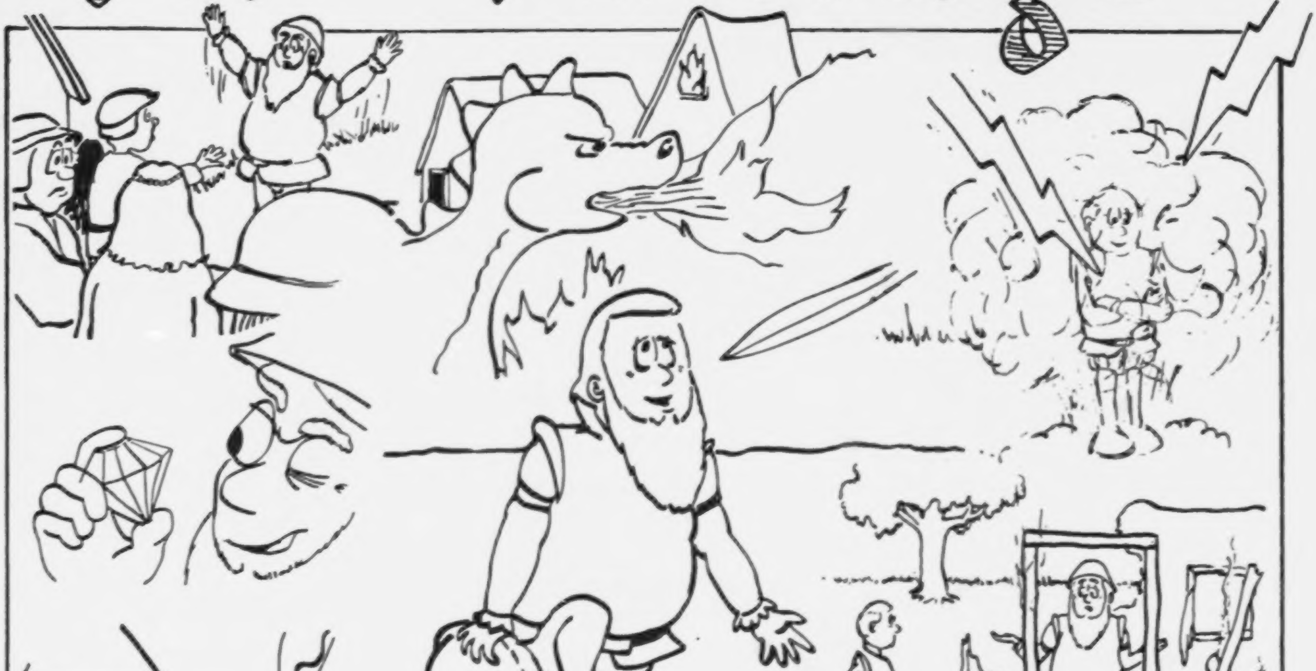
TIP Sheet 1: Experiential Learning Model 7
TIP Sheet 2: Involvement Checklist 9
TIP Sheet 3: Asking the Right Question 11
TIP Sheet 4: Developing Survey Questions 13
TIP Sheet 5: The Telephone Interview Schedule 17
TIP Sheet 6: The Mailed Questionnaire 19
TIP Sheet 7: The Qualitative Interview 21
TIP Sheet 8: The Delphi Technique 23
TIP Sheet 9: The Sondeo: The Reconnaissance Survey 25
TIP Sheet 10: Focus Group Interview 27
TIP Sheet 11: Metaphors and Analogies: Creative Thinking to Help Analysis 29
TIP Sheet 12: Brainstorming 31
TIP Sheet 13: The Nominal Groups Technique 33
TIP Sheet 14: Listening and Watching: Using the Checklist 35
TIP Sheet 15: Testing for Cognitive Knowledge 37
TIP Sheet 16: Developing Criteria 39
TIP Sheet 17: Decisionmaking 41
TIP Sheet 18: Logic 43
TIP Sheet 19: Knowing the Meaning of Data: Using the Context . . 45
TIP Sheet 20: Knowing the Meaning of Data: Using Criteria 47
TIP Sheet 21: Knowing the Meaning of Data: Using Trends 49
TIP Sheet 22: The S.W.O.T. Analysis 51
TIP Sheet 23: The Iceberg Needs Analogy 53
TIP Sheet 24: "Satisficing": Keeping a Study Simple 55
TIP Sheet 25: Checking the Situational Statement 57
TIP Sheet 26: Checking the Objectives 59

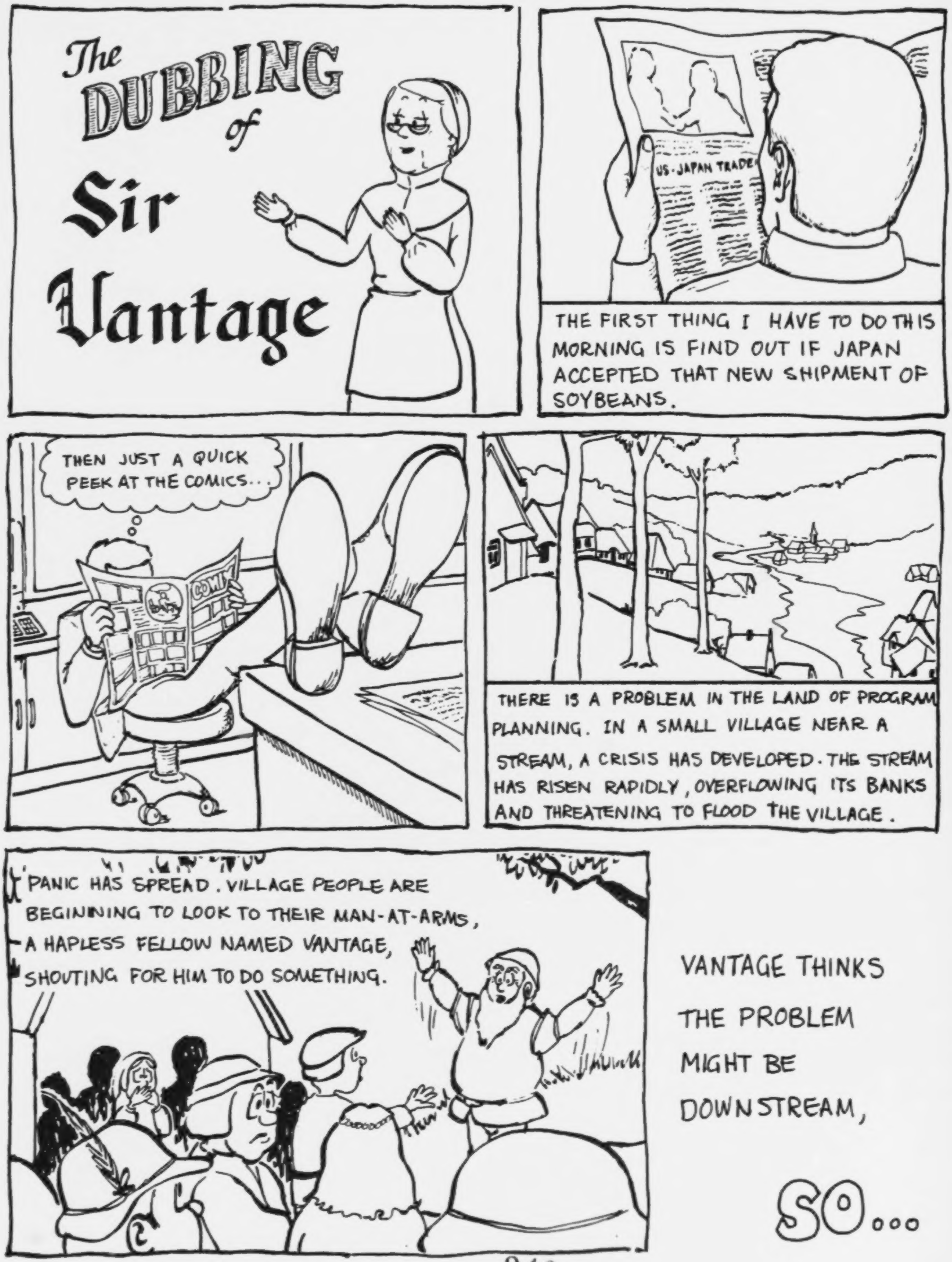
Leader's Key

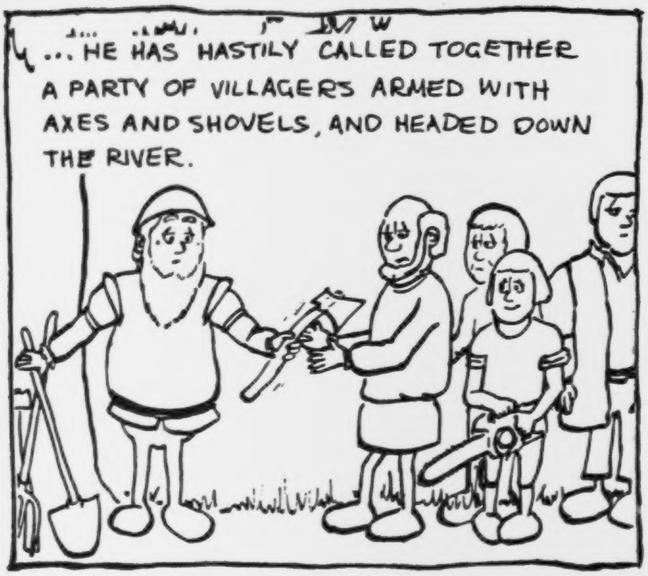
Learner Objectives Worksheet 61

The DUBBING of Sir Vantage

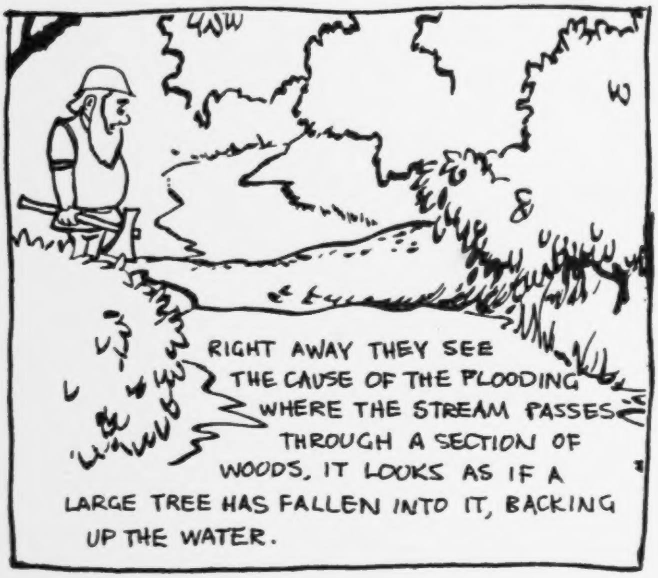




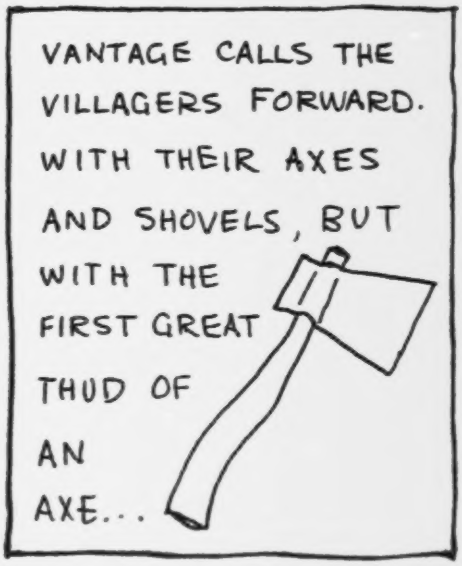

The DUBBING of Sir Vantage
US-JAPAN TRADE
THE FIRST THING I HAVE TO DO THIS MORNING IS FIND OUT IF JAPAN ACCEPTED THAT NEW SHIPMENT OF SOYBEANS.
THEN JUST A QUICK PEEK AT THE COMICS...
COMI
THERE IS A PROBLEM IN THE LAND OF PROGRAM PLANNING. IN A SMALL VILLAGE NEAR A STREAM, A CRISIS HAS DEVELOPED. THE STREAM HAS RISEN RAPIDLY, OVERFLOWING ITS BANKS AND THREATENING TO FLOOD THE VILLAGE.
PANIC HAS SPREAD. VILLAGE PEOPLE ARE BEGINNING TO LOOK TO THEIR MAN-AT-ARMS, A HAPLESS FELLOW NAMED VANTAGE, SHOUTING FOR HIM TO DO SOMETHING.
VANTAGE THINKS THE PROBLEM MIGHT BE DOWNSTREAM,
SO...



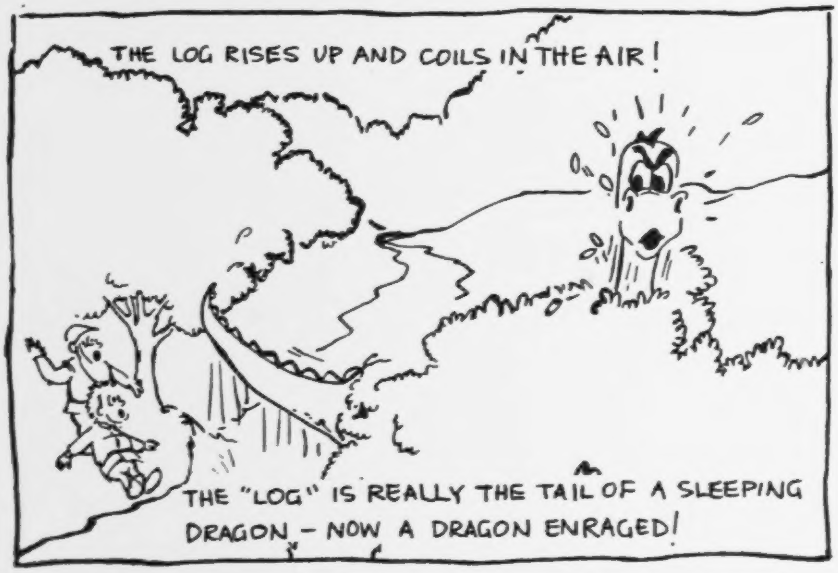
... HE HAS HASTILY CALLED TOGETHER A PARTY OF VILLAGERS ARMED WITH AXES AND SHOVELS, AND HEADED DOWN THE RIVER.



RIGHT AWAY THEY SEE THE CAUSE OF THE FLOODING WHERE THE STREAM PASSES THROUGH A SECTION OF WOODS. IT LOOKS AS IF A LARGE TREE HAS FALLEN INTO IT, BACKING UP THE WATER.

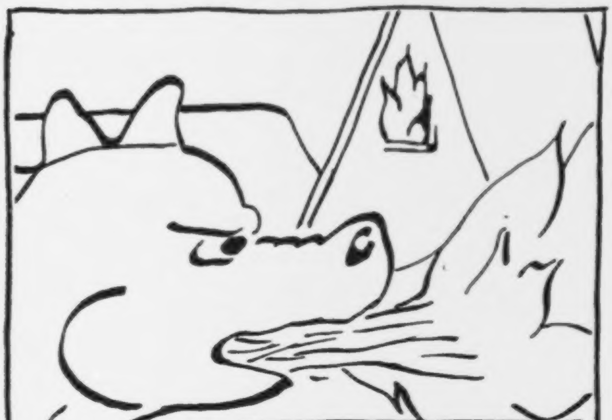


VANTAGE CALLS THE VILLAGERS FORWARD. WITH THEIR AXES AND SHOVELS, BUT WITH THE FIRST GREAT THUD OF AN AXE...

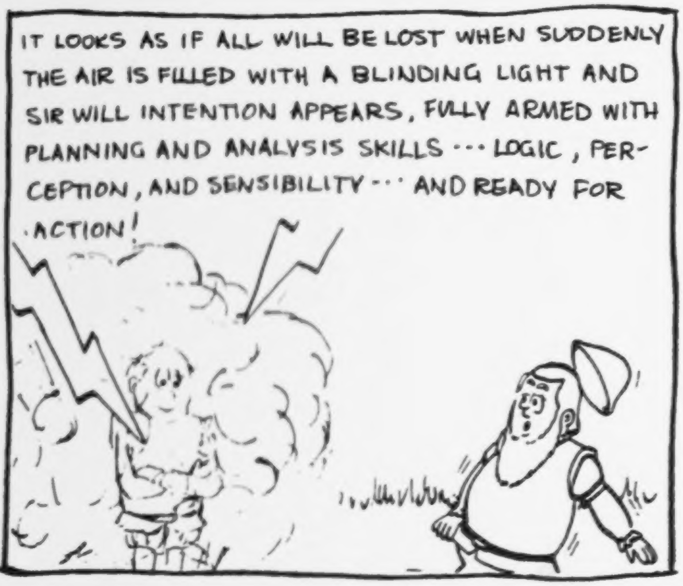


THE LOG RISES UP AND COILS IN THE AIR!

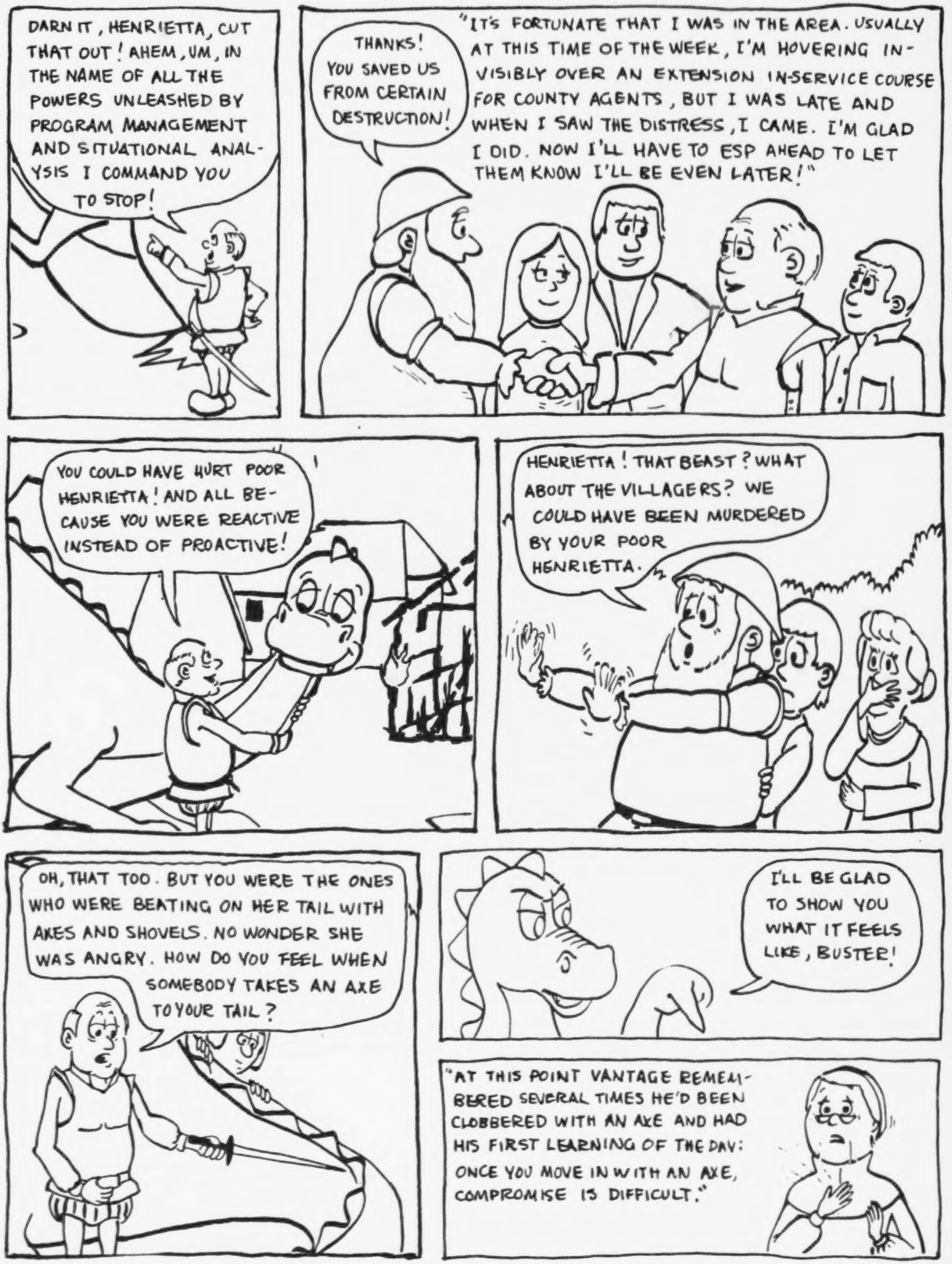
THE "LOG" IS REALLY THE TAIL OF A SLEEPING DRAGON - NOW A DRAGON ENRAGED!

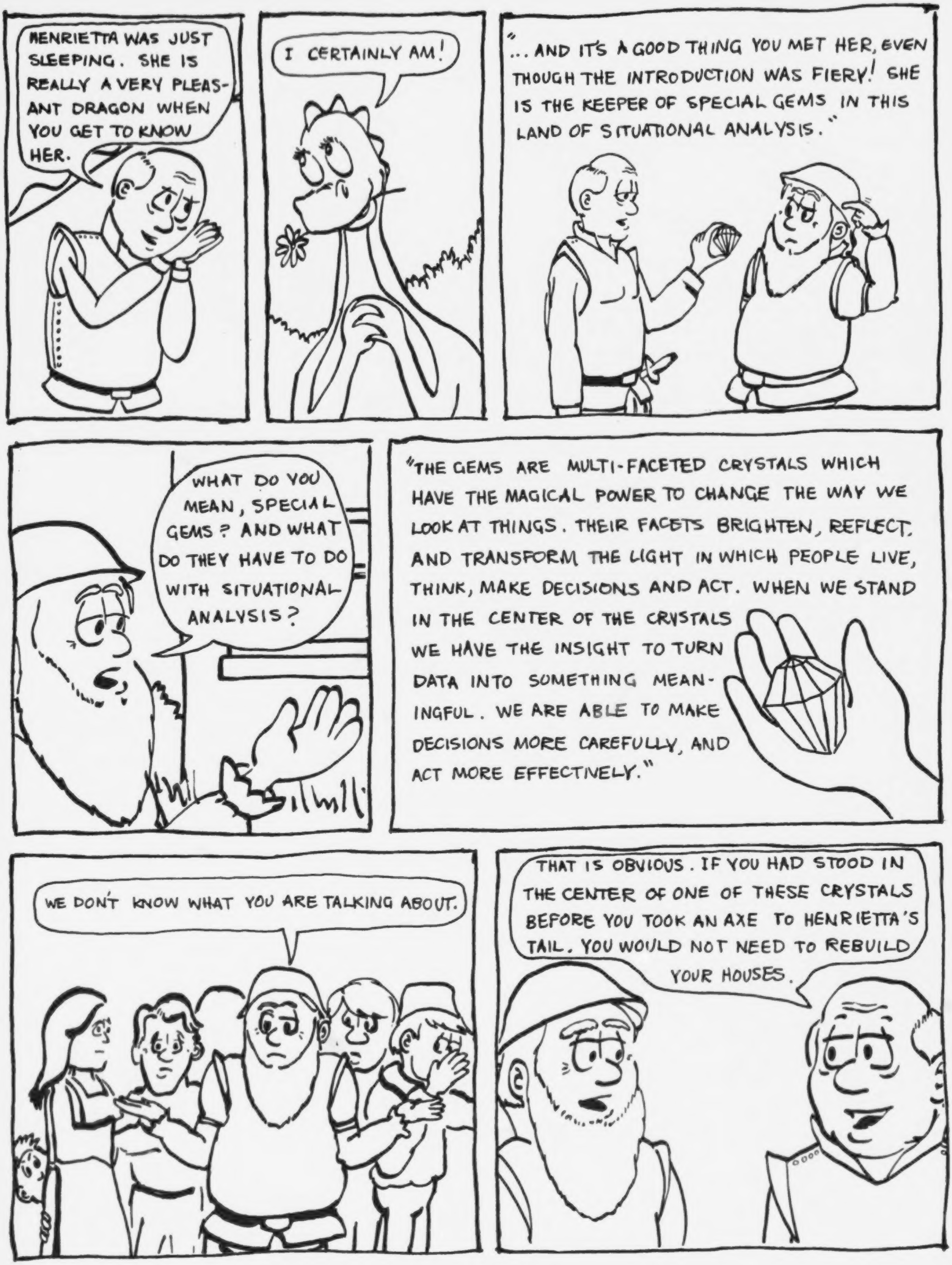


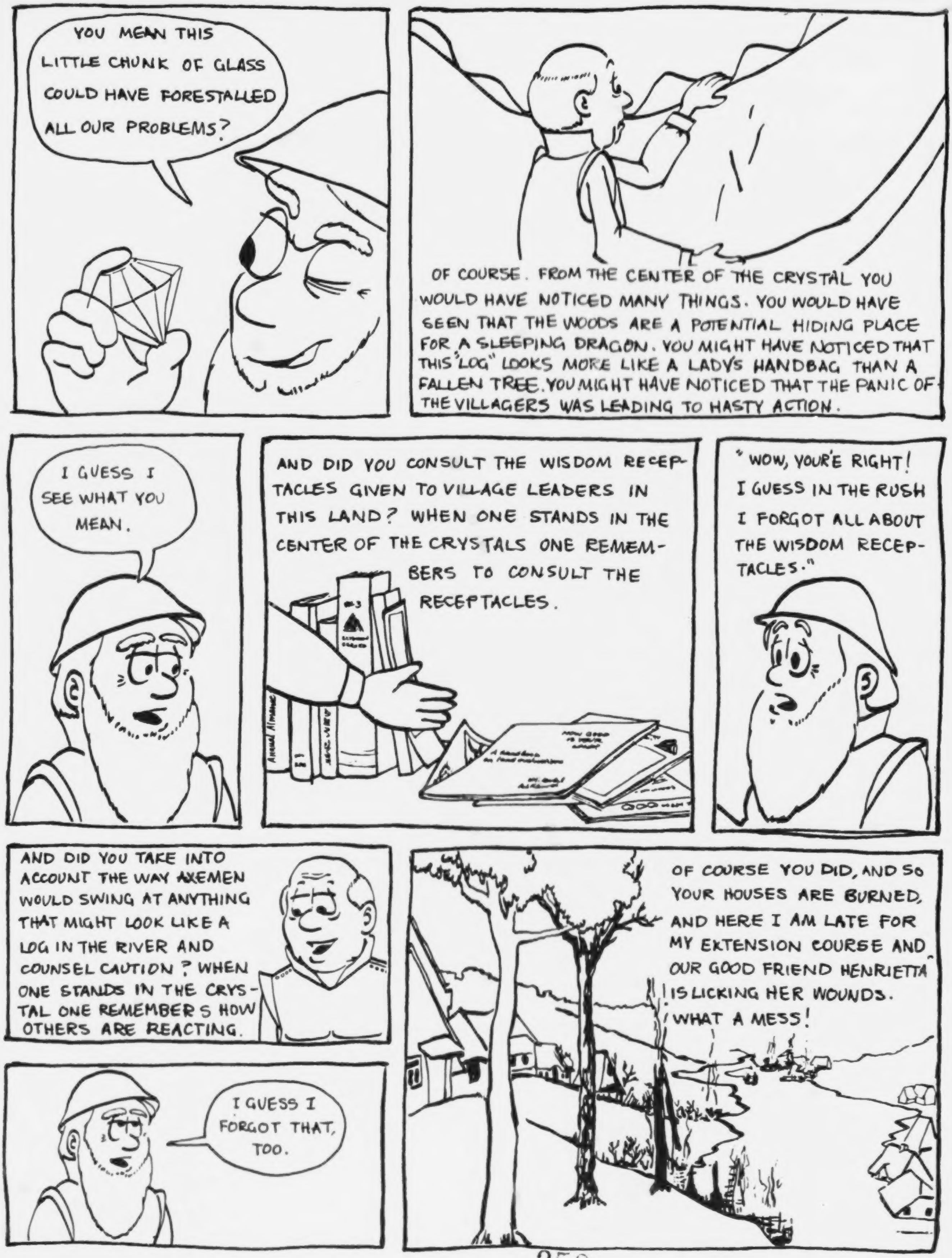
ANGRILY, THE DRAGON BLASTS THE WOODS WITH FIRE, AND DESTROYS MANY OF THE HOMES IN THE VILLAGE NEARBY.

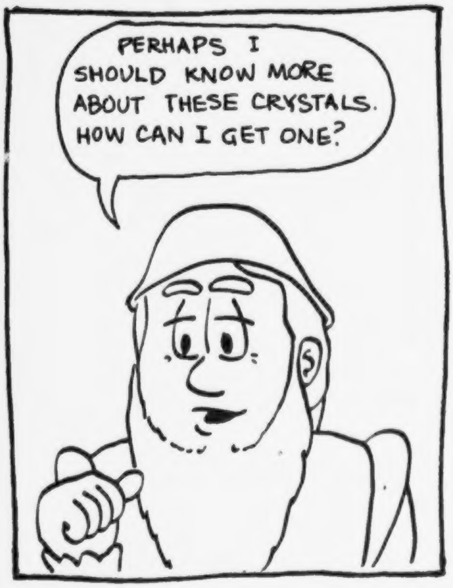


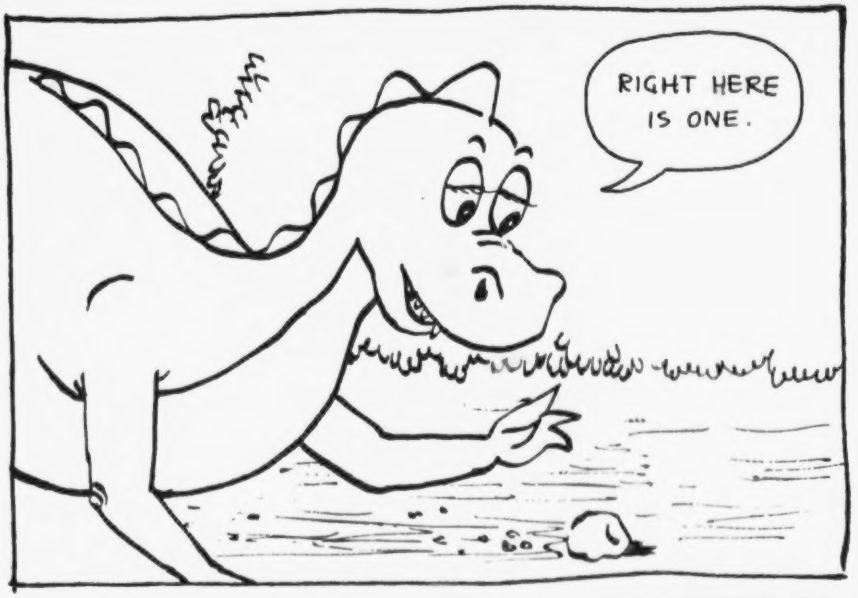
IT LOOKS AS IF ALL WILL BE LOST WHEN SUDDENLY THE AIR IS FILLED WITH A BLINDING LIGHT AND SIR WILL INTENTION APPEARS, FULLY ARMED WITH PLANNING AND ANALYSIS SKILLS ··· LOGIC, PERCEPTION, AND SENSIBILITY ··· AND READY FOR ACTION!

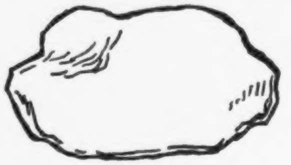

DARN IT, HENRIETTA, CUT THAT OUT! AHEM, UM, IN THE NAME OF ALL THE POWERS UNLEASHED BY PROGRAM MANAGEMENT AND SITUATIONAL ANALYSIS I COMMAND YOU TO STOP!
THANKS! YOU SAVED US FROM CERTAIN DESTRUCTION!
"IT'S FORTUNATE THAT I WAS IN THE AREA. USUALLY AT THIS TIME OF THE WEEK, I'M HOVERING INVISIBLY OVER AN EXTENSION IN-SERVICE COURSE FOR COUNTY AGENTS, BUT I WAS LATE AND WHEN I SAW THE DISTRESS, I CAME. I'M GLAD I DID. NOW I'LL HAVE TO ESP AHEAD TO LET THEM KNOW I'LL BE EVEN LATER!"
YOU COULD HAVE HURT POOR HENRIETTA! AND ALL BECAUSE YOU WERE REACTIVE INSTEAD OF PROACTIVE!
HENRIETTA! THAT BEAST? WHAT ABOUT THE VILLAGERS? WE COULD HAVE BEEN MURDERED BY YOUR POOR HENRIETTA.
OH, THAT TOO. BUT YOU WERE THE ONES WHO WERE BEATING ON HER TAIL WITH AXES AND SHOVELS. NO WONDER SHE WAS ANGRY. HOW DO YOU FEEL WHEN SOMEBODY TAKES AN AXE TO YOUR TAIL?
I'LL BE GLAD TO SHOW YOU WHAT IT FEELS LIKE, BUSTER!
"AT THIS POINT VANTAGE REMEMBERED SEVERAL TIMES HE'D BEEN CLOBBERED WITH AN AXE AND HAD HIS FIRST LEARNING OF THE DAY: ONCE YOU MOVE IN WITH AN AXE, COMPROMISE IS DIFFICULT."


HENRIETTA WAS JUST SLEEPING. SHE IS REALLY A VERY PLEASANT DRAGON WHEN YOU GET TO KNOW HER.
I CERTAINLY AM!
"... AND IT'S A GOOD THING YOU MET HER, EVEN THOUGH THE INTRODUCTION WAS FIERY! SHE IS THE KEEPER OF SPECIAL GEMS IN THIS LAND OF SITUATIONAL ANALYSIS."
WHAT DO YOU MEAN, SPECIAL GEMS? AND WHAT DO THEY HAVE TO DO WITH SITUATIONAL ANALYSIS?
"THE GEMS ARE MULTI-FACETED CRYSTALS WHICH HAVE THE MAGICAL POWER TO CHANGE THE WAY WE LOOK AT THINGS. THEIR FACETS BRIGHTEN, REFLECT, AND TRANSFORM THE LIGHT IN WHICH PEOPLE LIVE, THINK, MAKE DECISIONS AND ACT. WHEN WE STAND IN THE CENTER OF THE CRYSTALS WE HAVE THE INSIGHT TO TURN DATA INTO SOMETHING MEANINGFUL. WE ARE ABLE TO MAKE DECISIONS MORE CAREFULLY, AND ACT MORE EFFECTIVELY."
WE DON'T KNOW WHAT YOU ARE TALKING ABOUT.
THAT IS OBVIOUS. IF YOU HAD STOOD IN THE CENTER OF ONE OF THESE CRYSTALS BEFORE YOU TOOK AN AXE TO HENRIETTA'S TAIL, YOU WOULD NOT NEED TO REBUILD YOUR HOUSES.

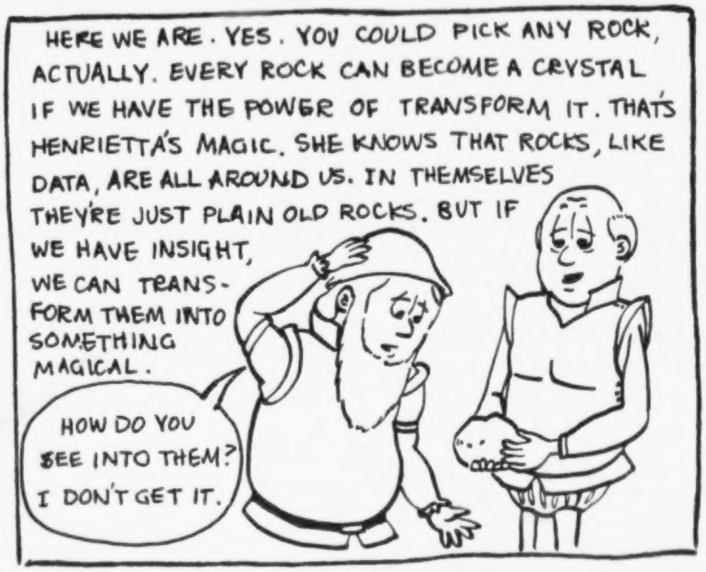

YOU MEAN THIS LITTLE CHUNK OF GLASS COULD HAVE FORESTALLED ALL OUR PROBLEMS?
OF COURSE. FROM THE CENTER OF THE CRYSTAL YOU WOULD HAVE NOTICED MANY THINGS. YOU WOULD HAVE SEEN THAT THE WOODS ARE A POTENTIAL HIDING PLACE FOR A SLEEPING DRAGON. YOU MIGHT HAVE NOTICED THAT THIS "LOG" LOOKS MORE LIKE A LADY'S HANDBAG THAN A FALLEN TREE. YOU MIGHT HAVE NOTICED THAT THE PANIC OF THE VILLAGERS WAS LEADING TO HASTY ACTION.
I GUESS I SEE WHAT YOU MEAN.
AND DID YOU CONSULT THE WISDOM RECEPTACLES GIVEN TO VILLAGE LEADERS IN THIS LAND? WHEN ONE STANDS IN THE CENTER OF THE CRYSTALS ONE REMEMBERS TO CONSULT THE RECEPTACLES.
ANNUAL ALMANAC
"WOW, YOU'RE RIGHT! I GUESS IN THE RUSH I FORGOT ALL ABOUT THE WISDOM RECEPTACLES."
AND DID YOU TAKE INTO ACCOUNT THE WAY AXEMEN WOULD SWING AT ANYTHING THAT MIGHT LOOK LIKE A LOG IN THE RIVER AND COUNSEL CAUTION? WHEN ONE STANDS IN THE CRYSTAL ONE REMEMBERS HOW OTHERS ARE REACTING.
I GUESS I FORGOT THAT, TOO.
OF COURSE YOU DID, AND SO YOUR HOUSES ARE BURNED, AND HERE I AM LATE FOR MY EXTENSION COURSE AND OUR GOOD FRIEND HENRIETTA IS LICKING HER WOUNDS. WHAT A MESS!


PERHAPS I SHOULD KNOW MORE ABOUT THESE CRYSTALS. HOW CAN I GET ONE?


RIGHT HERE IS ONE.

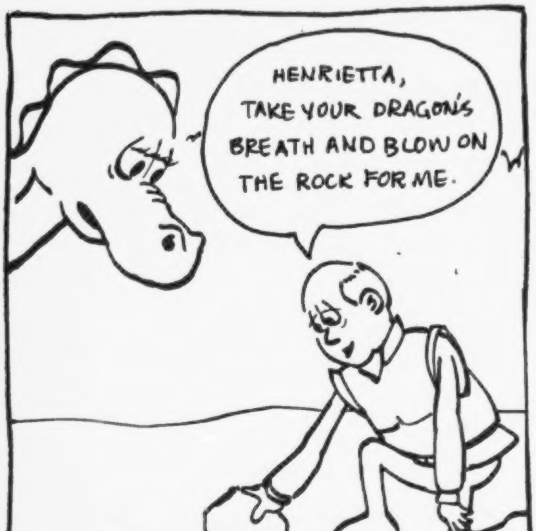


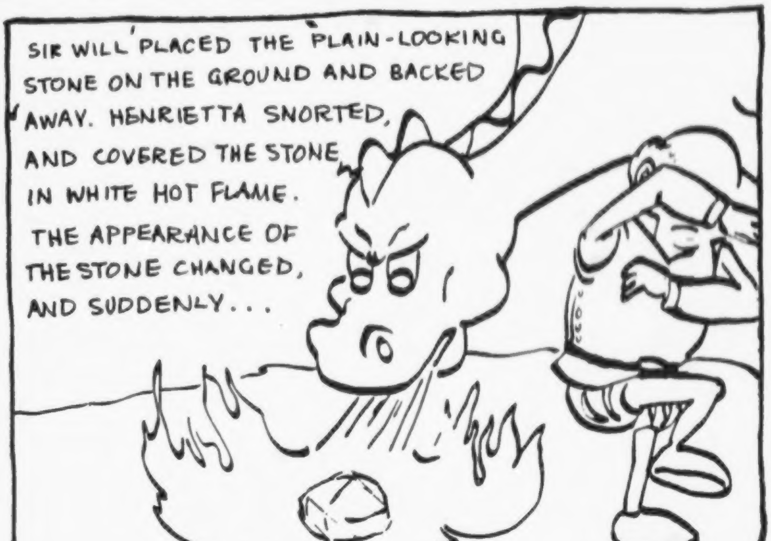
NEXT TO HENRIETTA WAS A RATHER PLAIN BROWN ROCK. IT DID NOT SEEM TO HAVE ANY SPECIAL QUALITIES, BUT THEN VANTAGE HAD HIS NEXT REALIZATION OF THE DAY. A PLAIN OLD ROCK CAN BE MORE THAN IT LOOKS.



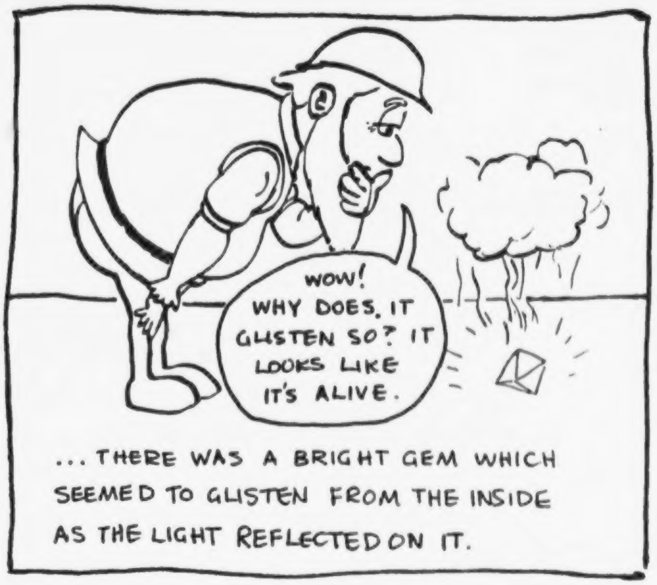
HERE WE ARE. YES. YOU COULD PICK ANY ROCK, ACTUALLY. EVERY ROCK CAN BECOME A CRYSTAL IF WE HAVE THE POWER OF TRANSFORM IT. THAT'S HENRIETTA'S MAGIC. SHE KNOWS THAT ROCKS, LIKE DATA, ARE ALL AROUND US. IN THEMSELVES THEY'RE JUST PLAIN OLD ROCKS. BUT IF WE HAVE INSIGHT, WE CAN TRANSFORM THEM INTO SOMETHING MAGICAL.

HOW DO YOU SEE INTO THEM? I DON'T GET IT.


HENRIETTA, TAKE YOUR DRAGON'S BREATH AND BLOW ON THE ROCK FOR ME.

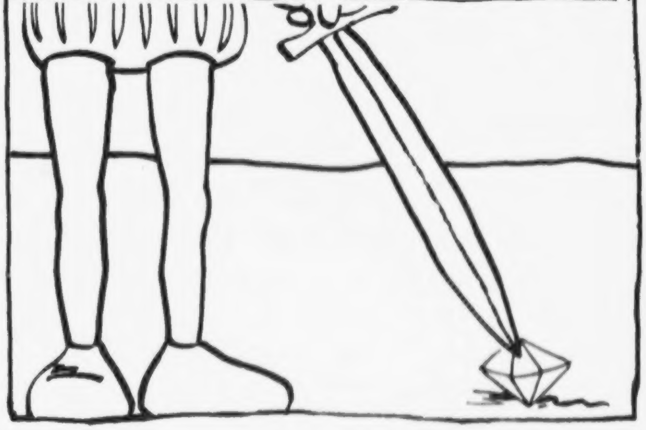


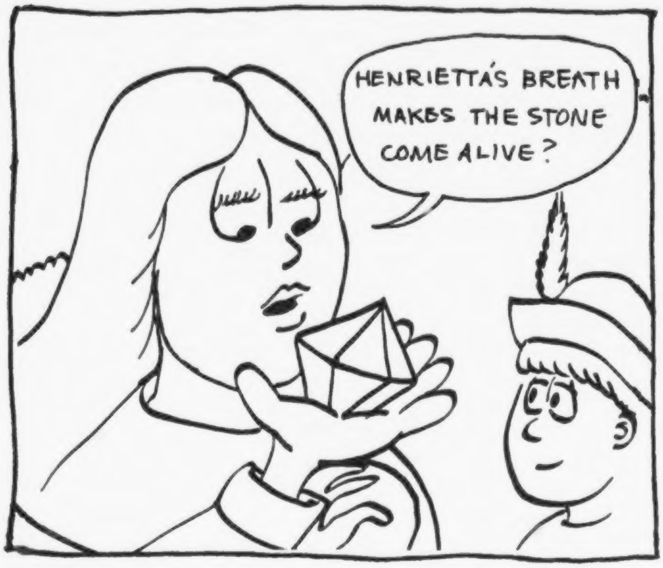
SIR WILL PLACED THE PLAIN-LOOKING STONE ON THE GROUND AND BACKED AWAY. HENRIETTA SNORTED, AND COVERED THE STONE IN WHITE HOT FLAME. THE APPEARANCE OF THE STONE CHANGED, AND SUDDENLY...

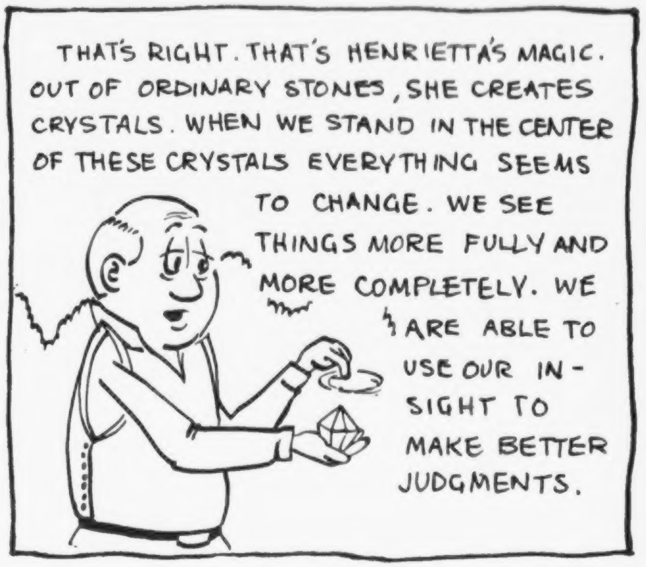

WOW! WHY DOES IT GLISTEN SO? IT LOOKS LIKE IT'S ALIVE.

... THERE WAS A BRIGHT GEM WHICH SEEMED TO GLISTEN FROM THE INSIDE AS THE LIGHT REFLECTED ON IT.

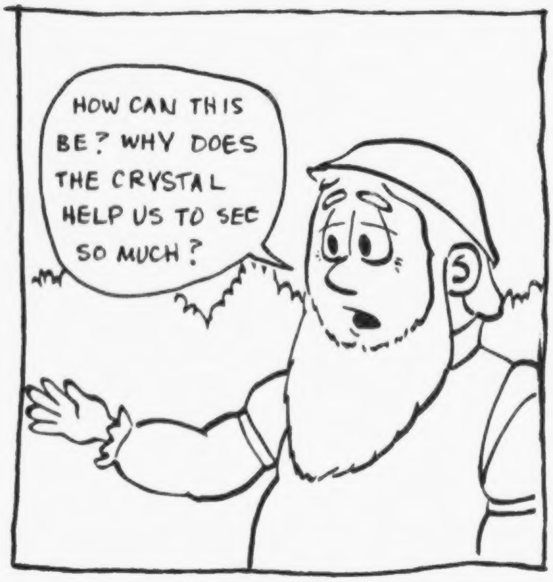
HENRIETTA'S BREATH, FULL OF LIGHT AND POWER, HAS GIVEN IT LIFE, IN THE SAME WAY THAT OUR INSIGHT CAN SHED LIGHT ON ANY SITUATION WE HAVE TO ANALYZE.

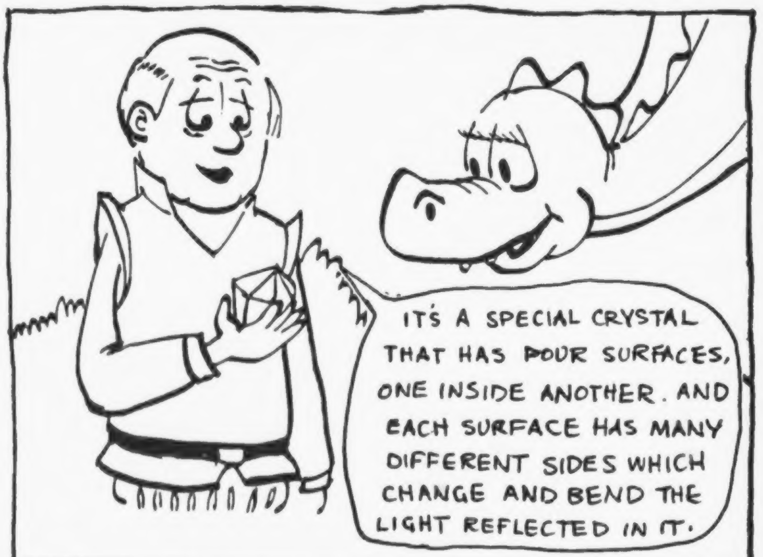


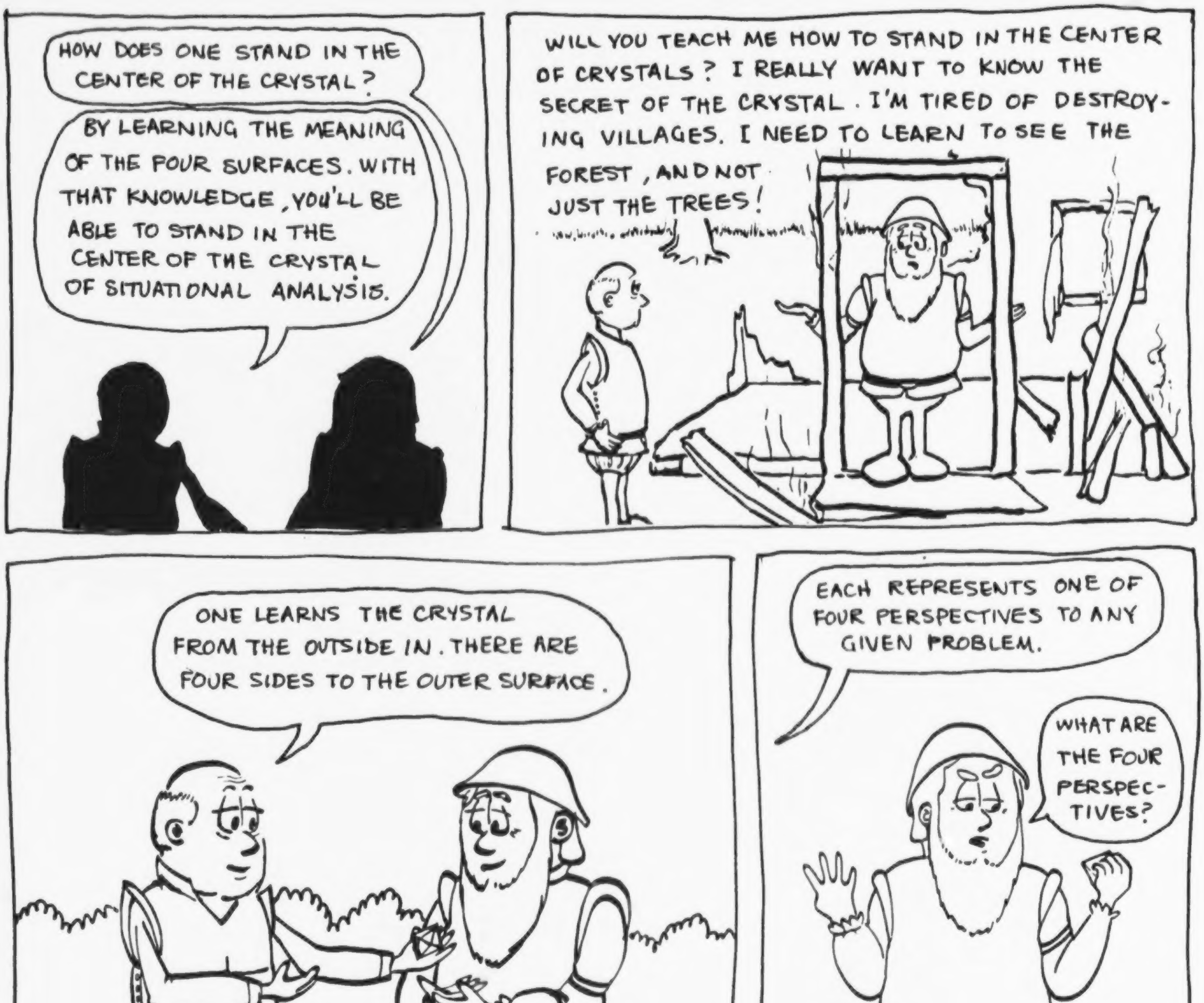

HENRIETTA'S BREATH MAKES THE STONE COME ALIVE?

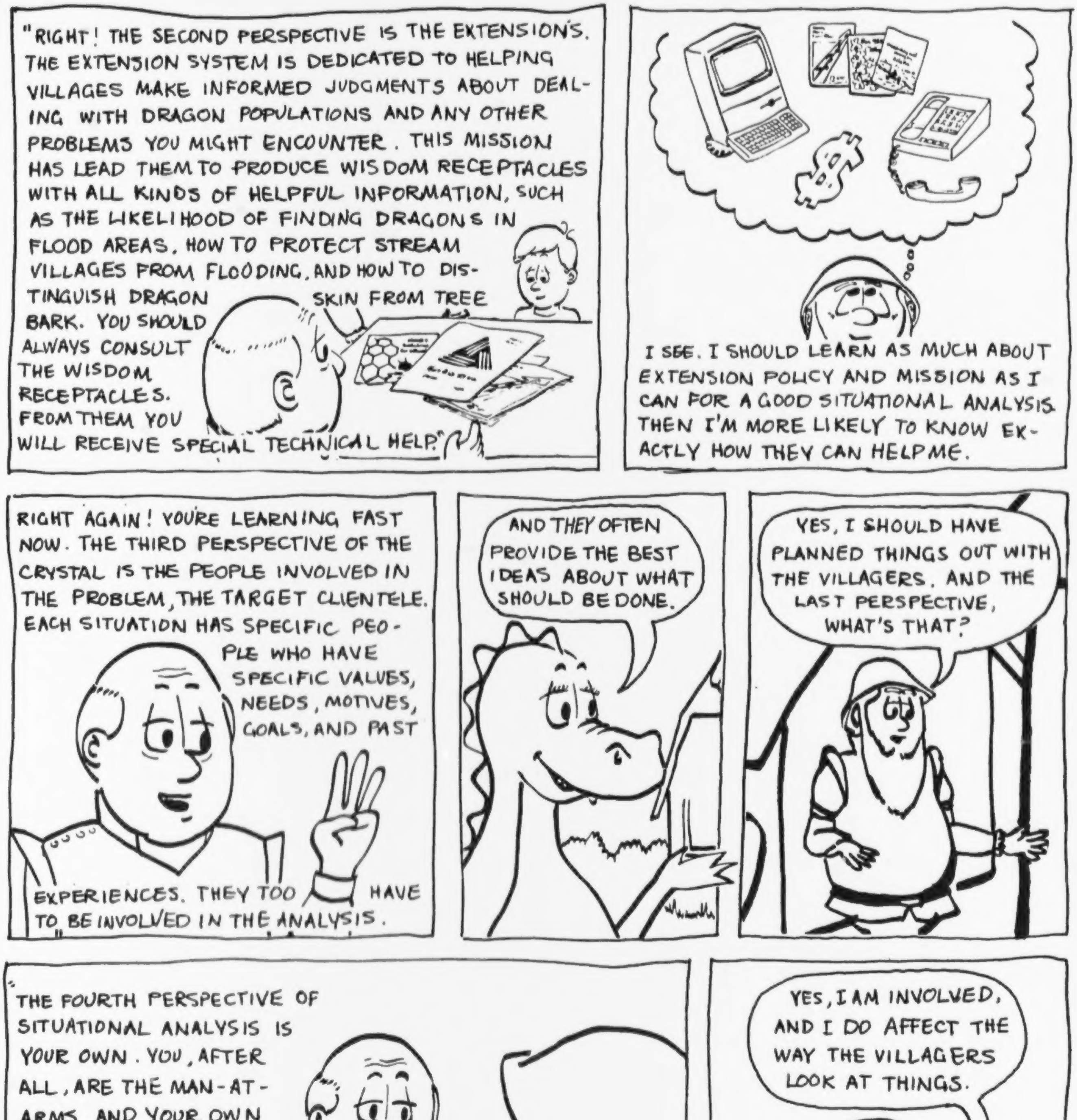


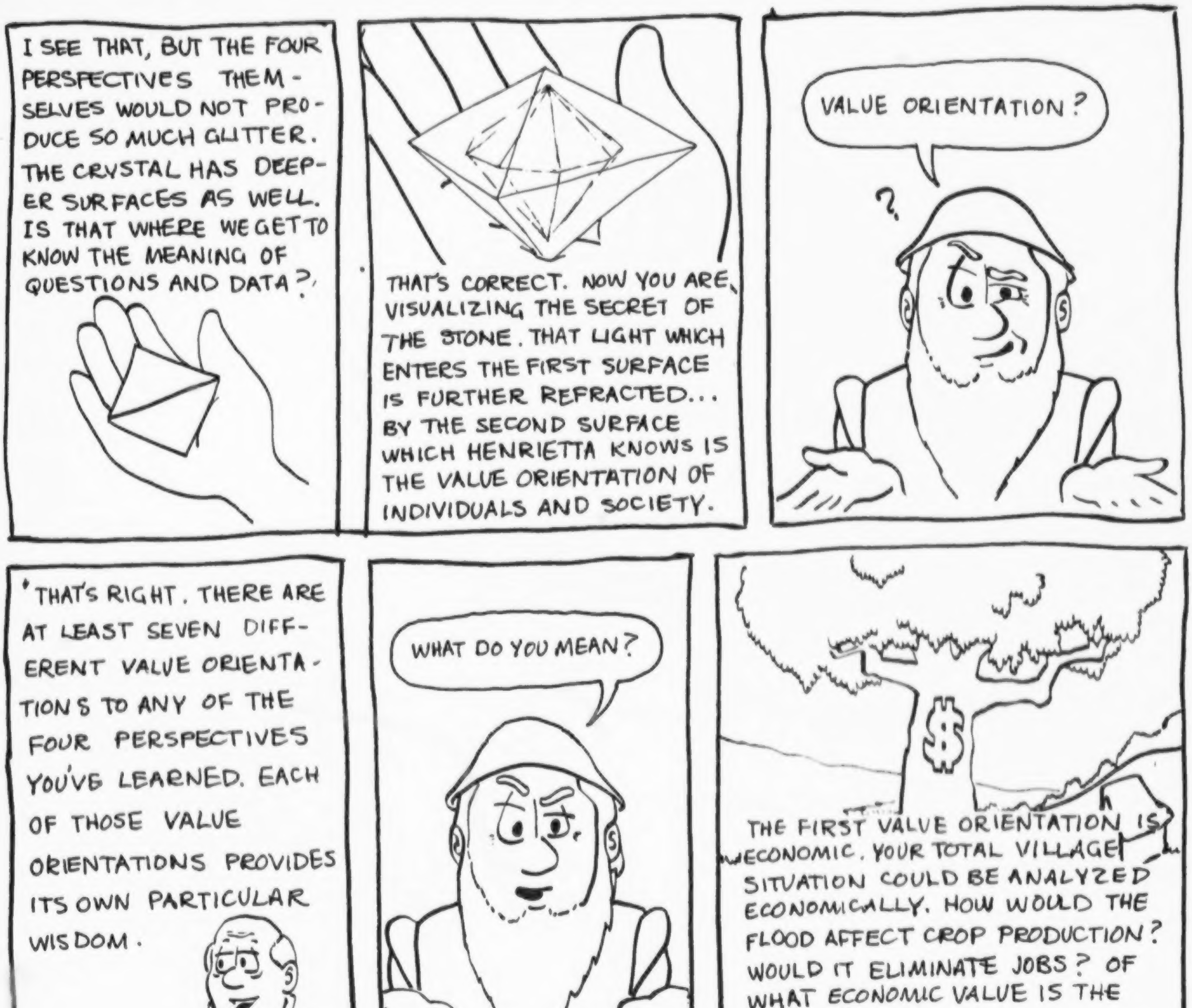
THAT'S RIGHT. THAT'S HENRIETTA'S MAGIC. OUT OF ORDINARY STONES, SHE CREATES CRYSTALS. WHEN WE STAND IN THE CENTER OF THESE CRYSTALS EVERYTHING SEEMS TO CHANGE. WE SEE THINGS MORE FULLY AND MORE COMPLETELY. WE ARE ABLE TO USE OUR INSIGHT TO MAKE BETTER JUDGMENTS.

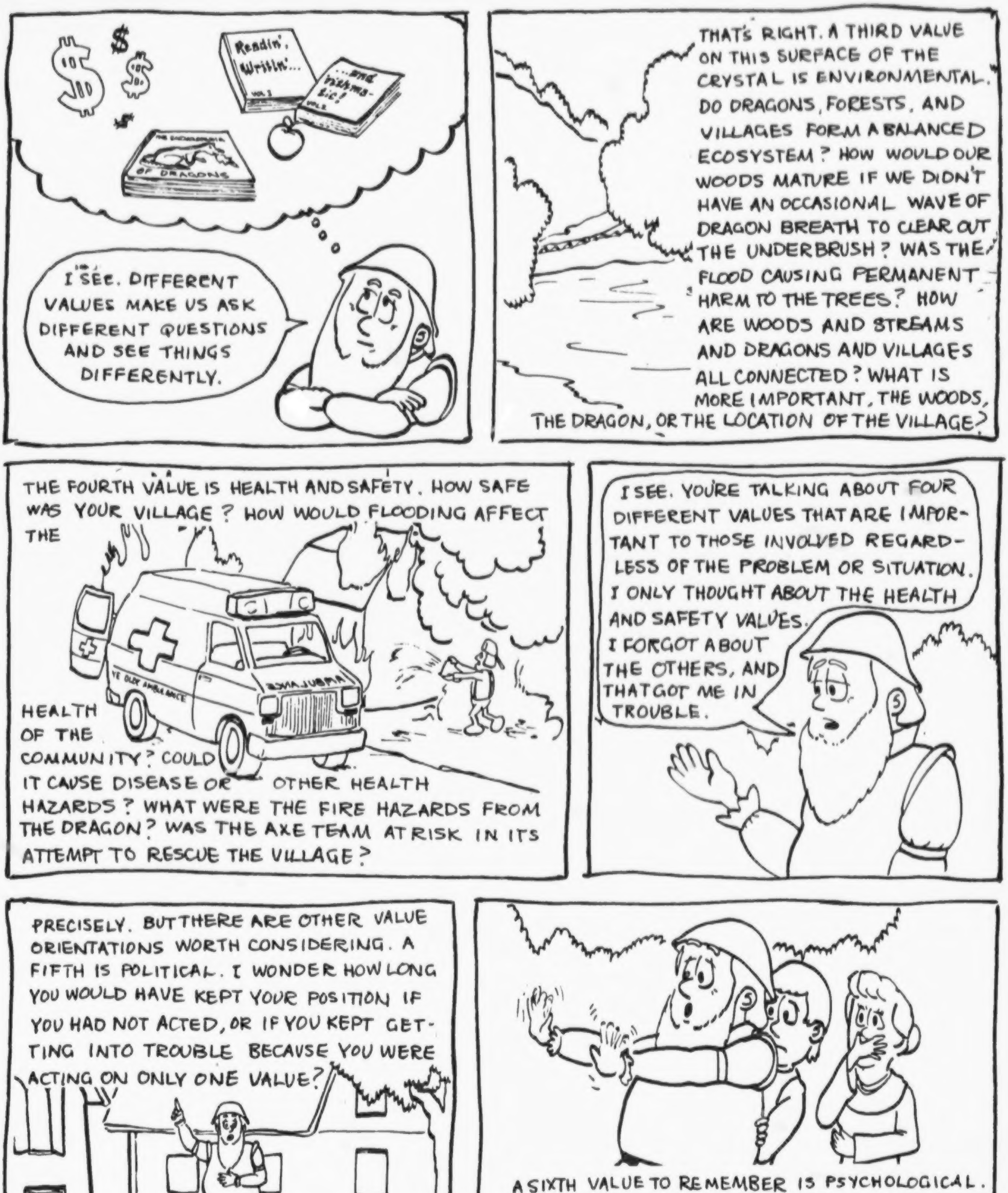

HOW CAN THIS BE? WHY DOES THE CRYSTAL HELP US TO SEE SO MUCH?

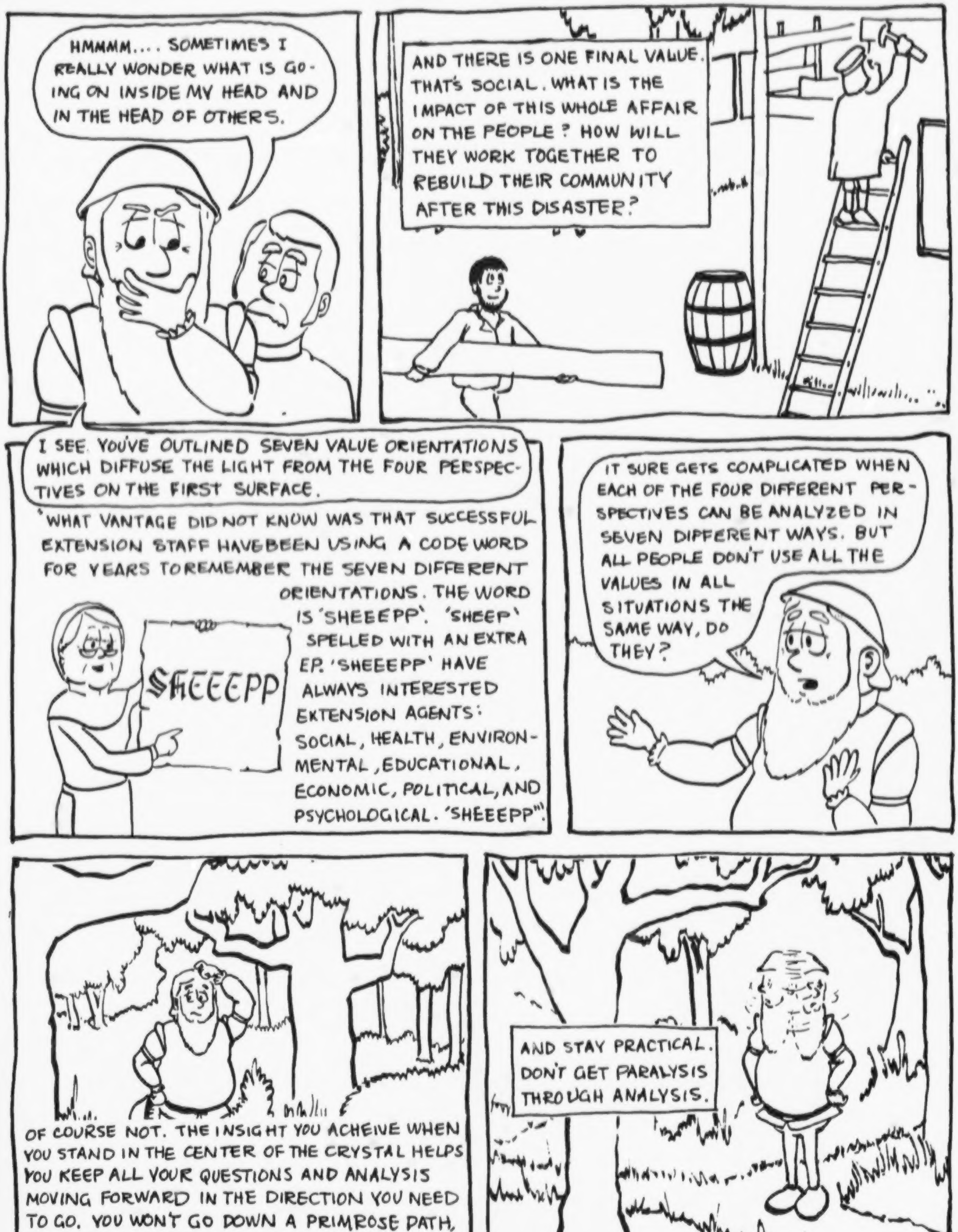

IT'S A SPECIAL CRYSTAL THAT HAS FOUR SURFACES, ONE INSIDE ANOTHER. AND EACH SURFACE HAS MANY DIFFERENT SIDES WHICH CHANGE AND BEND THE LIGHT REFLECTED IN IT.

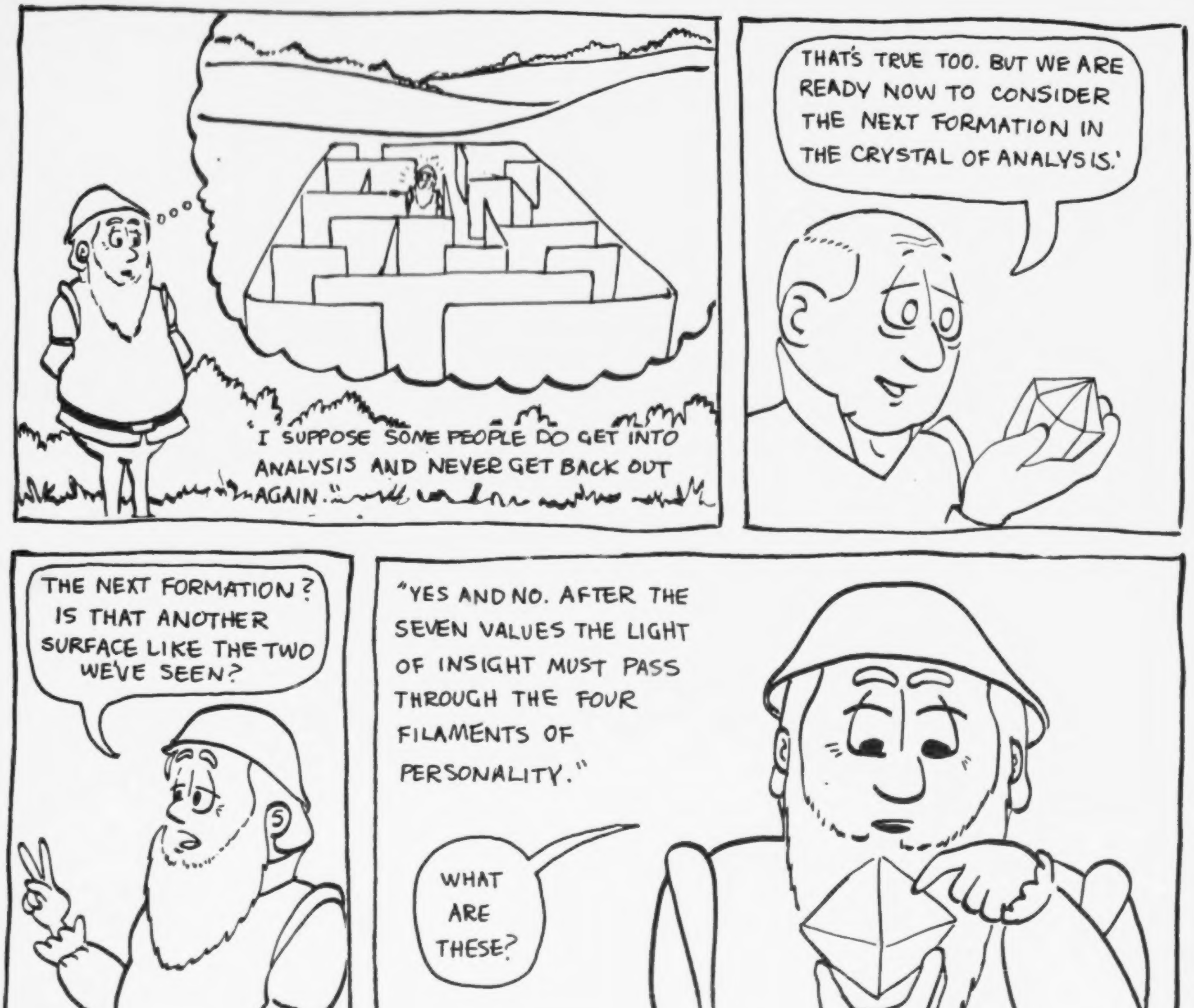

HOW DOES ONE STAND IN THE CENTER OF THE CRYSTAL?
BY LEARNING THE MEANING OF THE FOUR SURFACES. WITH THAT KNOWLEDGE, YOU'LL BE ABLE TO STAND IN THE CENTER OF THE CRYSTAL OF SITUATIONAL ANALYSIS.
WILL YOU TEACH ME HOW TO STAND IN THE CENTER OF CRYSTALS? I REALLY WANT TO KNOW THE SECRET OF THE CRYSTAL. I'M TIRED OF DESTROYING VILLAGES. I NEED TO LEARN TO SEE THE FOREST, AND NOT JUST THE TREES!
ONE LEARNS THE CRYSTAL FROM THE OUTSIDE IN. THERE ARE FOUR SIDES TO THE OUTER SURFACE.
EACH REPRESENTS ONE OF FOUR PERSPECTIVES TO ANY GIVEN PROBLEM.
WHAT ARE THE FOUR PERSPECTIVES?
THE FIRST PERSPECTIVE IS THE COMMUNITY'S. NO PROBLEM SHOULD BE CONSIDERED INDEPENDENT OF ITS SOCIAL CONTEXT. FOR EXAMPLE, IN THIS CASE, THE WOODS NEAR THE STREAM, THE LOCATION OF THE VILLAGE, AND THE PRESENCE OF DRAGONS IN THE AREA ARE ALL PART OF THE LARGER COMMUNITY PICTURE IN WHICH YOU OPERATE AS LEADER. AND HOW THE VILLAGE AND STREAM AND WOODS AND DRAGON INTERACT WITH EACH OTHER DETERMINE HOW WELL YOU SOLVE YOUR PROBLEMS.
"I SEE. I SHOULD ALWAYS GET THE TOTAL COMMUNITY PICTURE AND I SHOULD MAKE MY COMMUNITY UNDERSTANDING AS BROAD AS POSSIBLE."

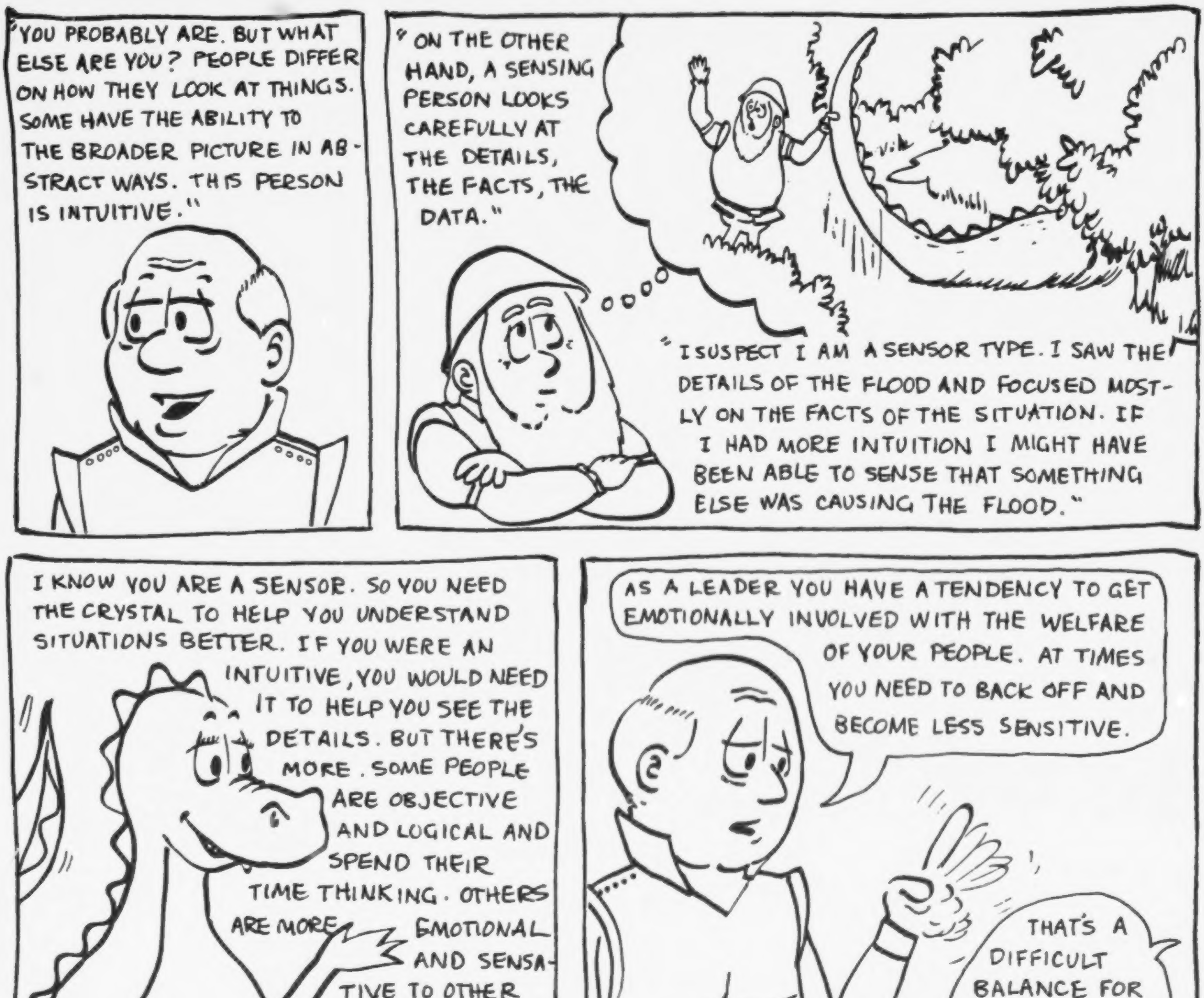

"RIGHT! THE SECOND PERSPECTIVE IS THE EXTENSION'S. THE EXTENSION SYSTEM IS DEDICATED TO HELPING VILLAGES MAKE INFORMED JUDGMENTS ABOUT DEALING WITH DRAGON POPULATIONS AND ANY OTHER PROBLEMS YOU MIGHT ENCOUNTER. THIS MISSION HAS LEAD THEM TO PRODUCE WISDOM RECEPTACLES WITH ALL KINDS OF HELPFUL INFORMATION, SUCH AS THE LIKELIHOOD OF FINDING DRAGONS IN FLOOD AREAS, HOW TO PROTECT STREAM VILLAGES FROM FLOODING, AND HOW TO DISTINGUISH DRAGON SKIN FROM TREE BARK. YOU SHOULD ALWAYS CONSULT THE WISDOM RECEPTACLES. FROM THEM YOU WILL RECEIVE SPECIAL TECHNICAL HELP."
I SEE. I SHOULD LEARN AS MUCH ABOUT EXTENSION POLICY AND MISSION AS I CAN FOR A GOOD SITUATIONAL ANALYSIS. THEN I'M MORE LIKELY TO KNOW EXACTLY HOW THEY CAN HELP ME.
RIGHT AGAIN! YOU'RE LEARNING FAST NOW. THE THIRD PERSPECTIVE OF THE CRYSTAL IS THE PEOPLE INVOLVED IN THE PROBLEM, THE TARGET CLIENTELE. EACH SITUATION HAS SPECIFIC PEOPLE WHO HAVE SPECIFIC VALUES, NEEDS, MOTIVES, GOALS, AND PAST EXPERIENCES. THEY TOO HAVE TO BE INVOLVED IN THE ANALYSIS."
AND THEY OFTEN PROVIDE THE BEST IDEAS ABOUT WHAT SHOULD BE DONE.
YES, I SHOULD HAVE PLANNED THINGS OUT WITH THE VILLAGERS. AND THE LAST PERSPECTIVE, WHAT'S THAT?
"THE FOURTH PERSPECTIVE OF SITUATIONAL ANALYSIS IS YOUR OWN. YOU, AFTER ALL, ARE THE MAN-AT-ARMS, AND YOUR OWN VALUES, NEEDS, EXPERTISE, LEADERSHIP STYLE, AND ASSESSMENT ARE IMPORTANT. YOU'RE ALWAYS PART OF THE PROBLEM AND ALSO A PART OF THE ANALYSIS."
YES, I AM INVOLVED, AND I DO AFFECT THE WAY THE VILLAGERS LOOK AT THINGS.

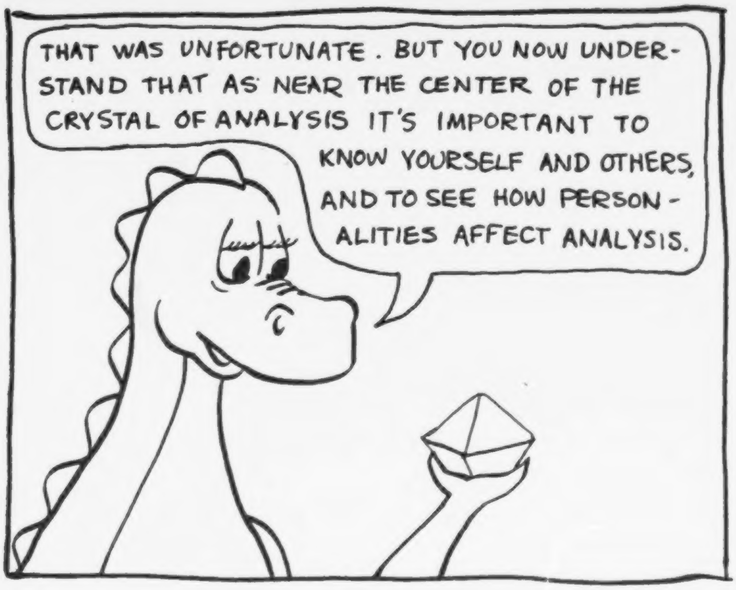

I SEE THAT, BUT THE FOUR PERSPECTIVES THEMSELVES WOULD NOT PRODUCE SO MUCH GLITTER. THE CRYSTAL HAS DEEPER SURFACES AS WELL. IS THAT WHERE WE GET TO KNOW THE MEANING OF QUESTIONS AND DATA?
THAT'S CORRECT. NOW YOU ARE VISUALIZING THE SECRET OF THE STONE. THAT LIGHT WHICH ENTERS THE FIRST SURFACE IS FURTHER REFRACTED... BY THE SECOND SURFACE WHICH HENRIETTA KNOWS IS THE VALUE ORIENTATION OF INDIVIDUALS AND SOCIETY.
VALUE ORIENTATION?
?
THAT'S RIGHT. THERE ARE AT LEAST SEVEN DIFFERENT VALUE ORIENTATIONS TO ANY OF THE FOUR PERSPECTIVES YOU'VE LEARNED. EACH OF THOSE VALUE ORIENTATIONS PROVIDES ITS OWN PARTICULAR WISDOM.
WHAT DO YOU MEAN?
$
THE FIRST VALUE ORIENTATION IS ECONOMIC. YOUR TOTAL VILLAGE SITUATION COULD BE ANALYZED ECONOMICALLY. HOW WOULD THE FLOOD AFFECT CROP PRODUCTION? WOULD IT ELIMINATE JOBS? OF WHAT ECONOMIC VALUE IS THE WOODS?
A SECOND VALUE IS EDUCATION. DID PEOPLE KNOW WHAT THEY WERE DEALING WITH WHEN THEY TOOK ON THE DRAGON? COULD THE VILLAGE HAVE KNOWN MORE ABOUT THEIR STREAM AND WOODS AND THE NATURE OF DISTURBED DRAGONS? AND DID THOSE VILLAGERS REALLY KNOW HOW TO USE THE AXES THEY CARRIED? IT LOOKS TO ME LIKE SOME OF THEM COULD HAVE USED THE IVORY TOWER BOOK CLUB'S NEWEST RELEASE, CHIP OFF THE OLD BLOCK.

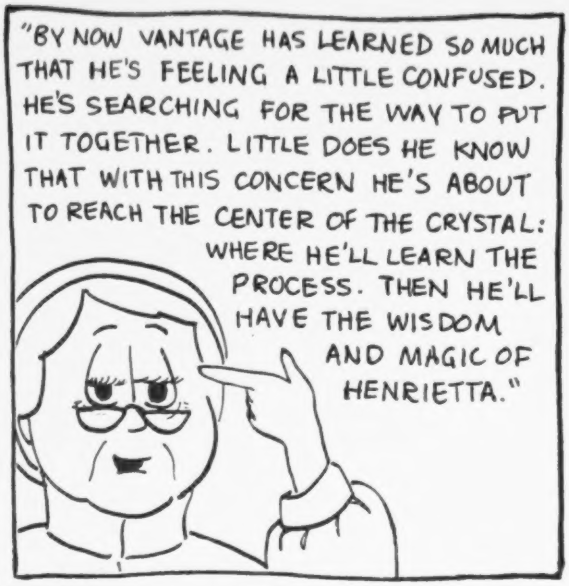

Readin', Writin'...
VOL 1
...and 'rithma-tic!
VOL 2
OF DRAGONS
I SEE. DIFFERENT VALUES MAKE US ASK DIFFERENT QUESTIONS AND SEE THINGS DIFFERENTLY.
THAT'S RIGHT. A THIRD VALUE ON THIS SURFACE OF THE CRYSTAL IS ENVIRONMENTAL. DO DRAGONS, FORESTS, AND VILLAGES FORM A BALANCED ECOSYSTEM? HOW WOULD OUR WOODS MATURE IF WE DIDN'T HAVE AN OCCASIONAL WAVE OF DRAGON BREATH TO CLEAR OUT THE UNDERBRUSH? WAS THE FLOOD CAUSING PERMANENT HARM TO THE TREES? HOW ARE WOODS AND STREAMS AND DRAGONS AND VILLAGES ALL CONNECTED? WHAT IS MORE IMPORTANT, THE WOODS, THE DRAGON, OR THE LOCATION OF THE VILLAGE?
THE FOURTH VALUE IS HEALTH AND SAFETY. HOW SAFE WAS YOUR VILLAGE? HOW WOULD FLOODING AFFECT THE HEALTH OF THE COMMUNITY? COULD IT CAUSE DISEASE OR OTHER HEALTH HAZARDS? WHAT WERE THE FIRE HAZARDS FROM THE DRAGON? WAS THE AXE TEAM AT RISK IN ITS ATTEMPT TO RESCUE THE VILLAGE?
YE OLDE AMBULANCE
AMBULANCE
I SEE. YOU'RE TALKING ABOUT FOUR DIFFERENT VALUES THAT ARE IMPORTANT TO THOSE INVOLVED REGARDLESS OF THE PROBLEM OR SITUATION. I ONLY THOUGHT ABOUT THE HEALTH AND SAFETY VALUES. I FORGOT ABOUT THE OTHERS, AND THAT GOT ME IN TROUBLE.
PRECISELY. BUT THERE ARE OTHER VALUE ORIENTATIONS WORTH CONSIDERING. A FIFTH IS POLITICAL. I WONDER HOW LONG YOU WOULD HAVE KEPT YOUR POSITION IF YOU HAD NOT ACTED, OR IF YOU KEPT GETTING INTO TROUBLE BECAUSE YOU WERE ACTING ON ONLY ONE VALUE?
A SIXTH VALUE TO REMEMBER IS PSYCHOLOGICAL. WHAT CAUSED THE PEOPLE TO PANIC? WHAT CAUSED YOU TO ACT AS THE LEADER? WHAT WERE THE PEOPLE THINKING ABOUT DURING THE FLOOD AND FIRE? HOW DID THE RUSH TO ACTION COME ABOUT?

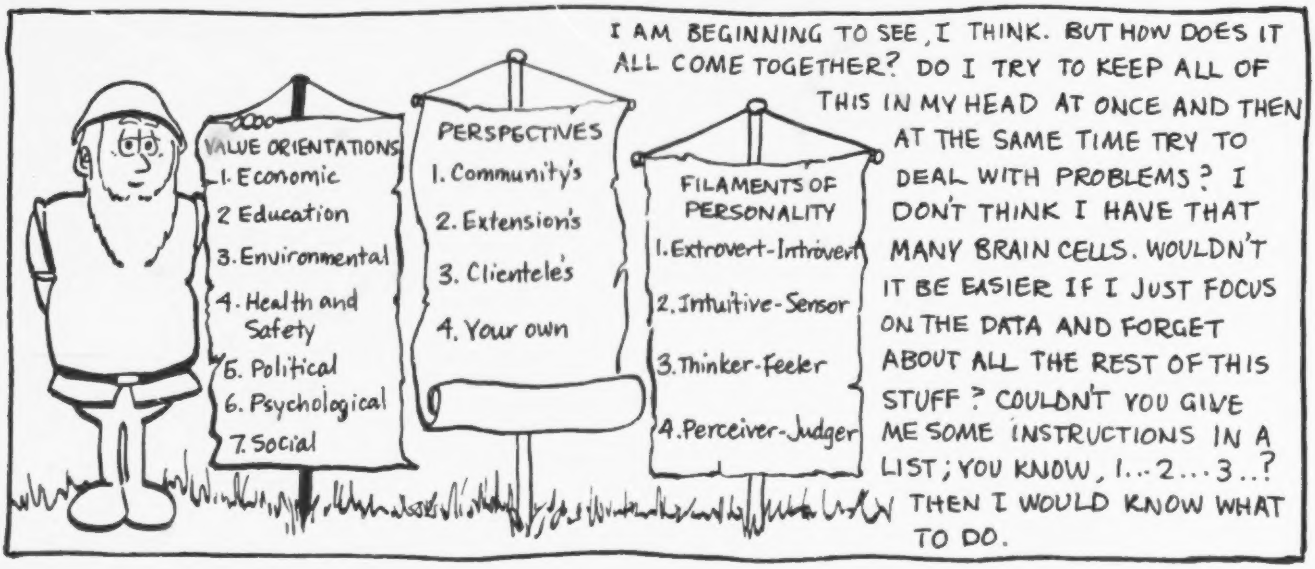

HMMMM.... SOMETIMES I REALLY WONDER WHAT IS GOING ON INSIDE MY HEAD AND IN THE HEAD OF OTHERS.
AND THERE IS ONE FINAL VALUE. THAT'S SOCIAL. WHAT IS THE IMPACT OF THIS WHOLE AFFAIR ON THE PEOPLE? HOW WILL THEY WORK TOGETHER TO REBUILD THEIR COMMUNITY AFTER THIS DISASTER?
I SEE. YOU'VE OUTLINED SEVEN VALUE ORIENTATIONS WHICH DIFFUSE THE LIGHT FROM THE FOUR PERSPECTIVES ON THE FIRST SURFACE.
"WHAT VANTAGE DID NOT KNOW WAS THAT SUCCESSFUL EXTENSION STAFF HAVE BEEN USING A CODE WORD FOR YEARS TO REMEMBER THE SEVEN DIFFERENT ORIENTATIONS. THE WORD IS 'SHEEEPP'. 'SHEEP' SPELLED WITH AN EXTRA EP. 'SHEEEPP' HAVE ALWAYS INTERESTED EXTENSION AGENTS: SOCIAL, HEALTH, ENVIRONMENTAL, EDUCATIONAL, ECONOMIC, POLITICAL, AND PSYCHOLOGICAL. 'SHEEEPP'".
SHEEEPP
IT SURE GETS COMPLICATED WHEN EACH OF THE FOUR DIFFERENT PERSPECTIVES CAN BE ANALYZED IN SEVEN DIFFERENT WAYS. BUT ALL PEOPLE DON'T USE ALL THE VALUES IN ALL SITUATIONS THE SAME WAY, DO THEY?
OF COURSE NOT. THE INSIGHT YOU ACHEIVE WHEN YOU STAND IN THE CENTER OF THE CRYSTAL HELPS YOU KEEP ALL YOUR QUESTIONS AND ANALYSIS MOVING FORWARD IN THE DIRECTION YOU NEED TO GO. YOU WON'T GO DOWN A PRIMROSE PATH, DIGRESSING FROM YOUR MAIN CONCERN.
AND STAY PRACTICAL. DON'T GET PARALYSIS THROUGH ANALYSIS.

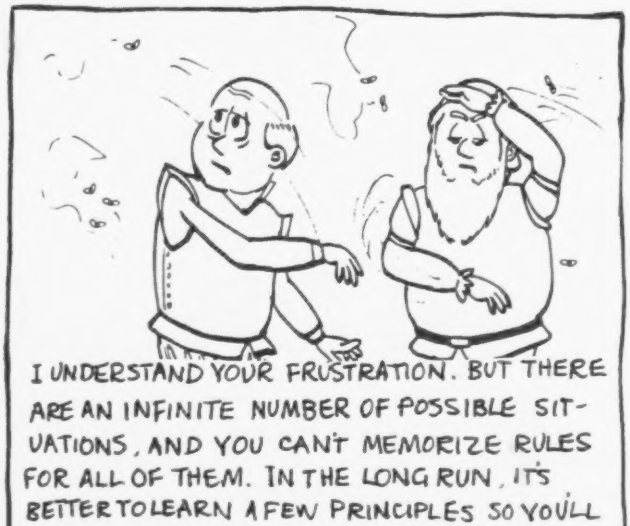

"I SUPPOSE SOME PEOPLE DO GET INTO ANALYSIS AND NEVER GET BACK OUT AGAIN."
THAT'S TRUE TOO. BUT WE ARE READY NOW TO CONSIDER THE NEXT FORMATION IN THE CRYSTAL OF ANALYSIS.'
THE NEXT FORMATION? IS THAT ANOTHER SURFACE LIKE THE TWO WE'VE SEEN?
"YES AND NO. AFTER THE SEVEN VALUES THE LIGHT OF INSIGHT MUST PASS THROUGH THE FOUR FILAMENTS OF PERSONALITY."
WHAT ARE THESE?
"EACH PERSON HAS A PERSONALITY STYLE WHICH CAN BE DESCRIBED BY THESE FILAMENTS. AND THAT DETERMINES HOW A PERSON PERCEIVES, THINKS, AND ACTS. SOME PEOPLE RELATE EASILY TO OTHERS. WE CALL THEM EXTROVERTS. OTHERS ARE MORE INWARD-DIRECTED. WE CALL THEM INTROVERTS. THIS IS THE FIRST MEASURE OF PERSONALITY."
"I MUST BE AN EXTROVERT. I'VE ALWAYS FOUND THAT I ENJOY MYSELF MOST WHEN I AM LEADING THE VILLAGERS."

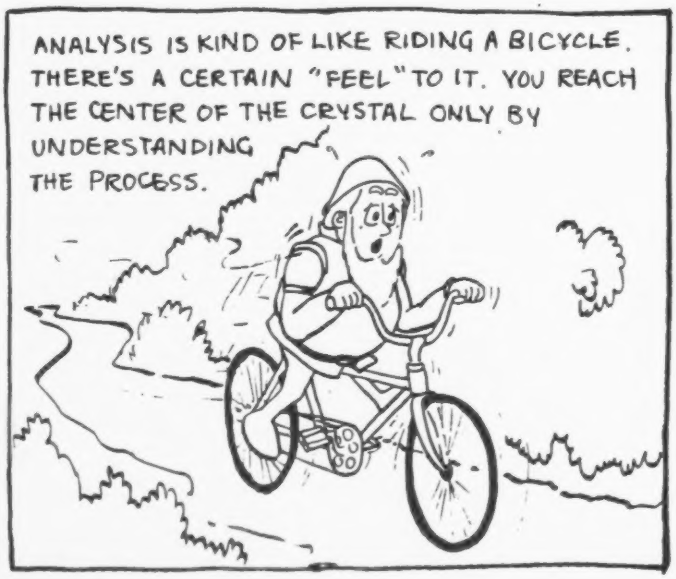

"YOU PROBABLY ARE. BUT WHAT ELSE ARE YOU? PEOPLE DIFFER ON HOW THEY LOOK AT THINGS. SOME HAVE THE ABILITY TO THE BROADER PICTURE IN ABSTRACT WAYS. THIS PERSON IS INTUITIVE."
"ON THE OTHER HAND, A SENSING PERSON LOOKS CAREFULLY AT THE DETAILS, THE FACTS, THE DATA."
"I SUSPECT I AM A SENSOR TYPE. I SAW THE DETAILS OF THE FLOOD AND FOCUSED MOSTLY ON THE FACTS OF THE SITUATION. IF I HAD MORE INTUITION I MIGHT HAVE BEEN ABLE TO SENSE THAT SOMETHING ELSE WAS CAUSING THE FLOOD."
I KNOW YOU ARE A SENSOR. SO YOU NEED THE CRYSTAL TO HELP YOU UNDERSTAND SITUATIONS BETTER. IF YOU WERE AN INTUITIVE, YOU WOULD NEED IT TO HELP YOU SEE THE DETAILS. BUT THERE'S MORE. SOME PEOPLE ARE OBJECTIVE AND LOGICAL AND SPEND THEIR TIME THINKING. OTHERS ARE MORE EMOTIONAL AND SENSATIVE TO OTHER PEOPLE AND SPEND THEIR TIME FEELING.
AS A LEADER YOU HAVE A TENDENCY TO GET EMOTIONALLY INVOLVED WITH THE WELFARE OF YOUR PEOPLE. AT TIMES YOU NEED TO BACK OFF AND BECOME LESS SENSITIVE.
THAT'S A DIFFICULT BALANCE FOR EVERY LEADER.
"YES, AND THE BALANCE BETWEEN PERCEIVING AND JUDGING IS ALSO DIFFICULT. SOME PEOPLE FOCUS ON THE INFORMATION AROUND THEM AND CONTINUE TO LOOK FOR MORE INFORMATION. OTHERS COME TO A DECISION MORE QUICKLY AND ARE READY TO GO."
I KNOW THAT I RUSH TO JUDGEMENT NOW AND THEN. THAT'S HOW OUR HOUSE WERE BURNED DOWN.

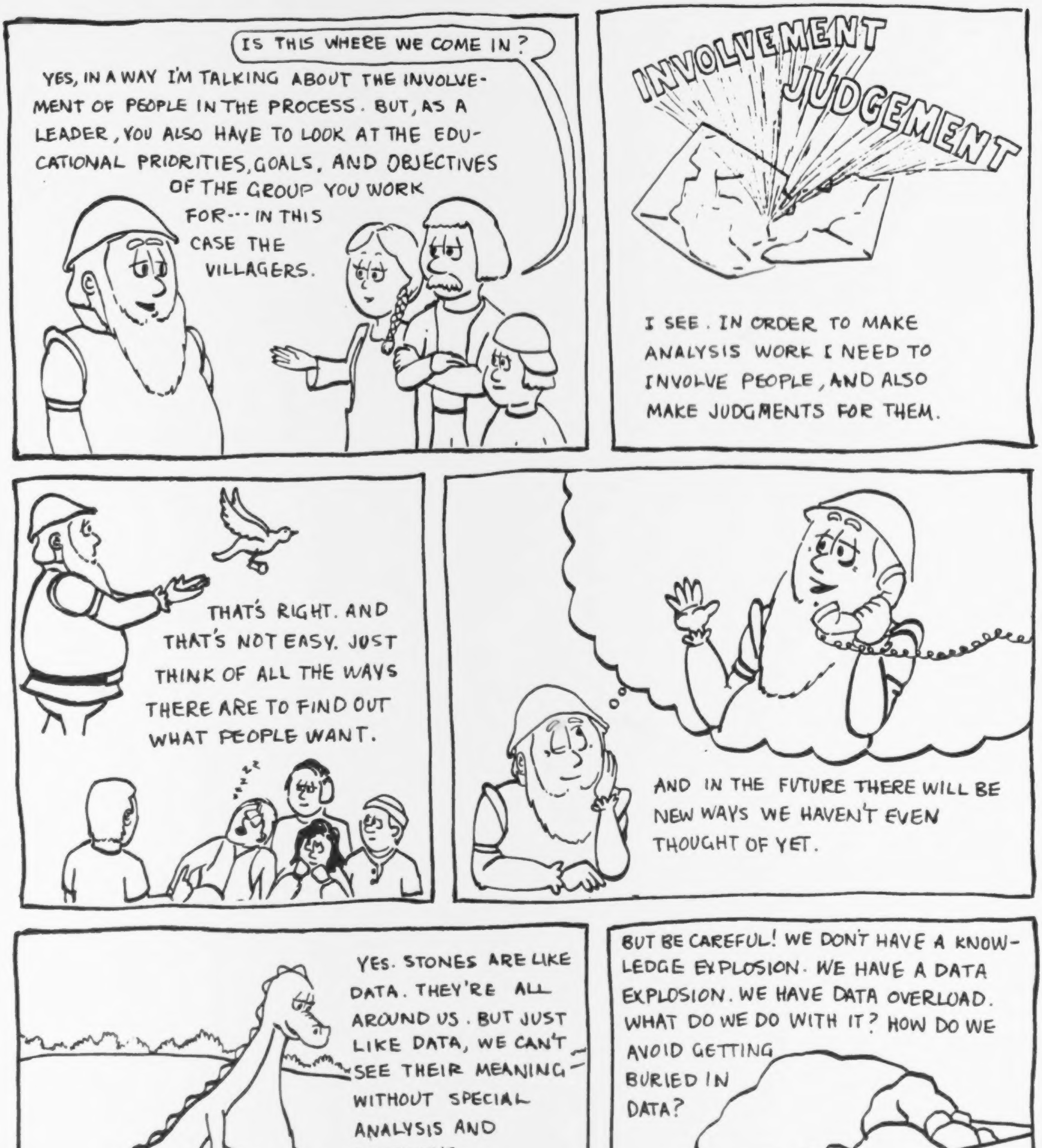

THAT WAS UNFORTUNATE. BUT YOU NOW UNDERSTAND THAT AS NEAR THE CENTER OF THE CRYSTAL OF ANALYSIS IT'S IMPORTANT TO KNOW YOURSELF AND OTHERS, AND TO SEE HOW PERSONALITIES AFFECT ANALYSIS.

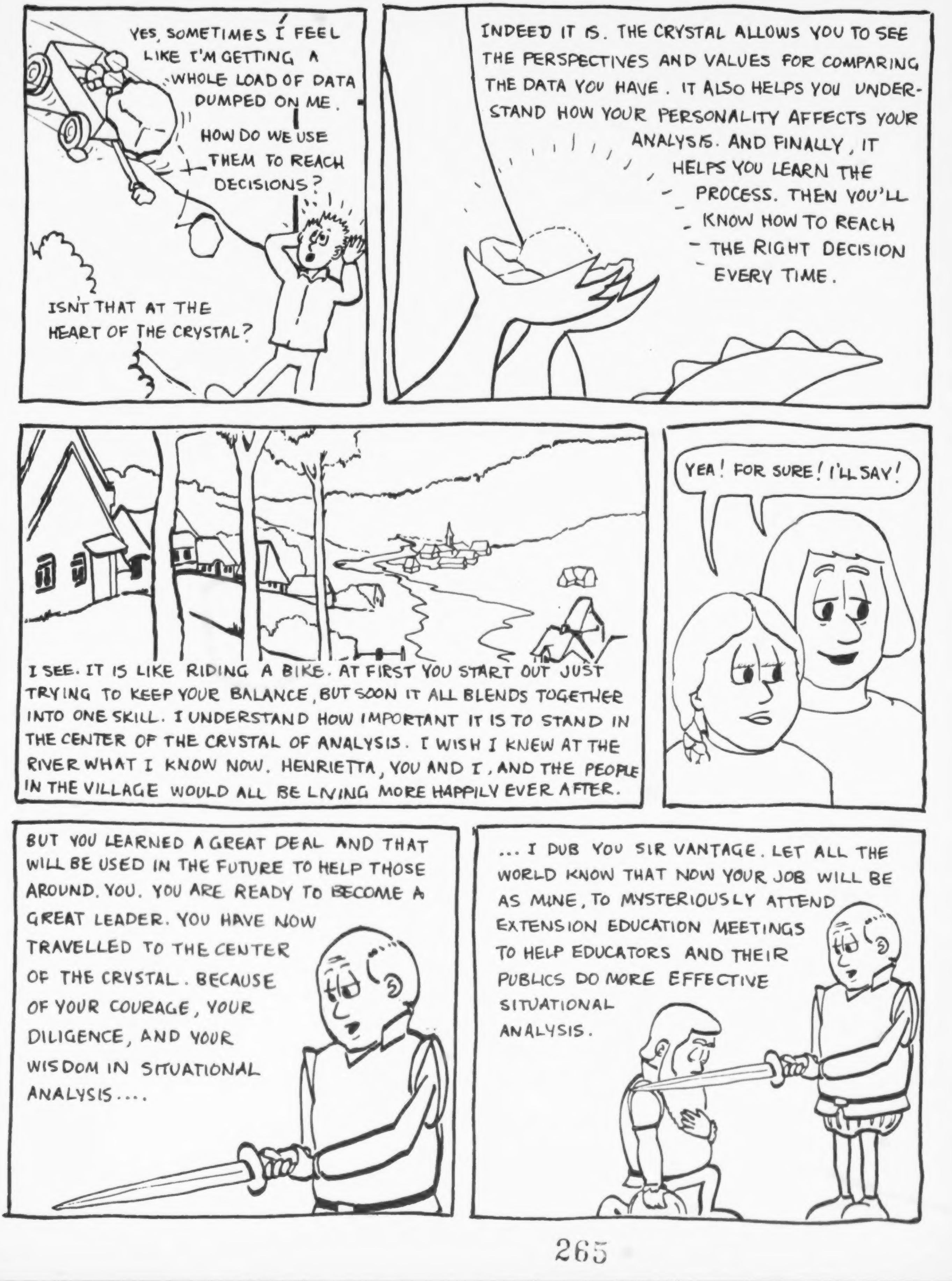

"BY NOW VANTAGE HAS LEARNED SO MUCH THAT HE'S FEELING A LITTLE CONFUSED. HE'S SEARCHING FOR THE WAY TO PUT IT TOGETHER. LITTLE DOES HE KNOW THAT WITH THIS CONCERN HE'S ABOUT TO REACH THE CENTER OF THE CRYSTAL: WHERE HE'LL LEARN THE PROCESS. THEN HE'LL HAVE THE WISDOM AND MAGIC OF HENRIETTA."

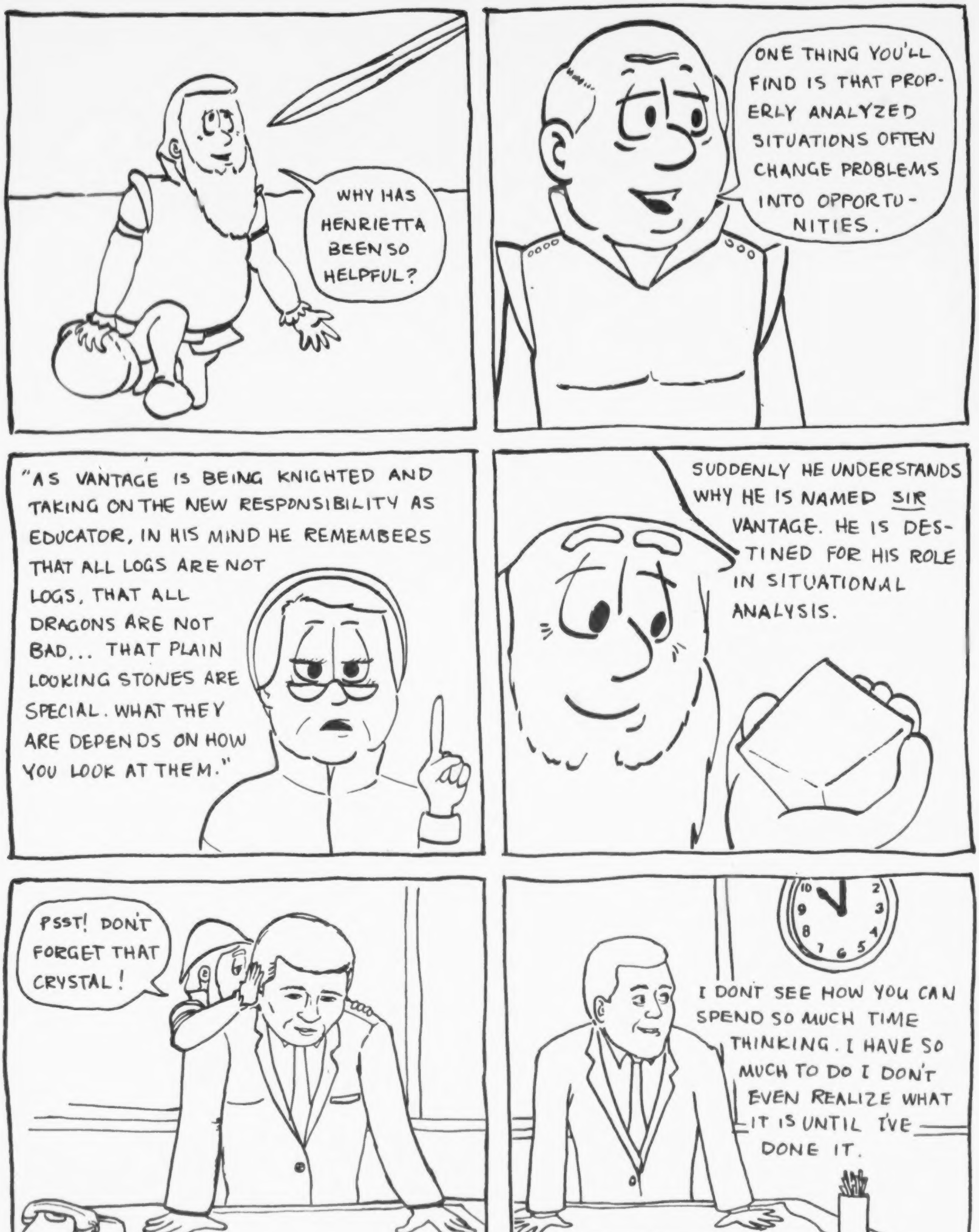

VALUE ORIENTATIONS
1. Economic
2 Education
3. Environmental
4. Health and Safety
5. Political
6. Psychological
7. Social
PERSPECTIVES
1. Community's
2. Extension's
3. Clientele's
4. Your own
FILAMENTS OF PERSONALITY
1. Extrovert-Introvert
2. Intuitive-Sensor
3. Thinker-Feeler
4. Perceiver-Judger
I AM BEGINNING TO SEE, I THINK. BUT HOW DOES IT ALL COME TOGETHER? DO I TRY TO KEEP ALL OF THIS IN MY HEAD AT ONCE AND THEN AT THE SAME TIME TRY TO DEAL WITH PROBLEMS? I DON'T THINK I HAVE THAT MANY BRAIN CELLS. WOULDN'T IT BE EASIER IF I JUST FOCUS ON THE DATA AND FORGET ABOUT ALL THE REST OF THIS STUFF? COULDN'T YOU GIVE ME SOME INSTRUCTIONS IN A LIST; YOU KNOW, 1...2...3..? THEN I WOULD KNOW WHAT TO DO.


I UNDERSTAND YOUR FRUSTRATION. BUT THERE ARE AN INFINITE NUMBER OF POSSIBLE SITUATIONS, AND YOU CAN'T MEMORIZE RULES FOR ALL OF THEM. IN THE LONG RUN, IT'S BETTER TO LEARN A FEW PRINCIPLES SO YOU'LL KNOW WHAT TO DO IN ANY SITUATION.


ANALYSIS IS KIND OF LIKE RIDING A BICYCLE. THERE'S A CERTAIN "FEEL" TO IT. YOU REACH THE CENTER OF THE CRYSTAL ONLY BY UNDERSTANDING THE PROCESS.


IS THIS WHERE WE COME IN?
YES, IN A WAY I'M TALKING ABOUT THE INVOLVEMENT OF PEOPLE IN THE PROCESS. BUT, AS A LEADER, YOU ALSO HAVE TO LOOK AT THE EDUCATIONAL PRIORITIES, GOALS, AND OBJECTIVES OF THE GROUP YOU WORK FOR--- IN THIS CASE THE VILLAGERS.
INVOLVEMENT
JUDGEMENT
I SEE. IN ORDER TO MAKE ANALYSIS WORK I NEED TO INVOLVE PEOPLE, AND ALSO MAKE JUDGMENTS FOR THEM.
THAT'S RIGHT. AND THAT'S NOT EASY. JUST THINK OF ALL THE WAYS THERE ARE TO FIND OUT WHAT PEOPLE WANT.
ZZZ
AND IN THE FUTURE THERE WILL BE NEW WAYS WE HAVEN'T EVEN THOUGHT OF YET.
YES. STONES ARE LIKE DATA. THEY'RE ALL AROUND US. BUT JUST LIKE DATA, WE CAN'T SEE THEIR MEANING WITHOUT SPECIAL ANALYSIS AND QUESTIONS.
BUT BE CAREFUL! WE DON'T HAVE A KNOWLEDGE EXPLOSION. WE HAVE A DATA EXPLOSION. WE HAVE DATA OVERLOAD. WHAT DO WE DO WITH IT? HOW DO WE AVOID GETTING BURIED IN DATA?


YES, SOMETIMES I FEEL LIKE I'M GETTING A WHOLE LOAD OF DATA DUMPED ON ME.
HOW DO WE USE THEM TO REACH DECISIONS?
ISN'T THAT AT THE HEART OF THE CRYSTAL?
INDEED IT IS. THE CRYSTAL ALLOWS YOU TO SEE THE PERSPECTIVES AND VALUES FOR COMPARING THE DATA YOU HAVE. IT ALSO HELPS YOU UNDERSTAND HOW YOUR PERSONALITY AFFECTS YOUR ANALYSIS. AND FINALLY, IT HELPS YOU LEARN THE PROCESS. THEN YOU'LL KNOW HOW TO REACH THE RIGHT DECISION EVERY TIME.
I SEE. IT IS LIKE RIDING A BIKE. AT FIRST YOU START OUT JUST TRYING TO KEEP YOUR BALANCE, BUT SOON IT ALL BLENDS TOGETHER INTO ONE SKILL. I UNDERSTAND HOW IMPORTANT IT IS TO STAND IN THE CENTER OF THE CRYSTAL OF ANALYSIS. I WISH I KNEW AT THE RIVER WHAT I KNOW NOW. HENRIETTA, YOU AND I, AND THE PEOPLE IN THE VILLAGE WOULD ALL BE LIVING MORE HAPPILY EVER AFTER.
YEA! FOR SURE! I'LL SAY!
BUT YOU LEARNED A GREAT DEAL AND THAT WILL BE USED IN THE FUTURE TO HELP THOSE AROUND YOU. YOU ARE READY TO BECOME A GREAT LEADER. YOU HAVE NOW TRAVELLED TO THE CENTER OF THE CRYSTAL. BECAUSE OF YOUR COURAGE, YOUR DILIGENCE, AND YOUR WISDOM IN SITUATIONAL ANALYSIS....
... I DUB YOU SIR VANTAGE. LET ALL THE WORLD KNOW THAT NOW YOUR JOB WILL BE AS MINE, TO MYSTERIOUSLY ATTEND EXTENSION EDUCATION MEETINGS TO HELP EDUCATORS AND THEIR PUBLICS DO MORE EFFECTIVE SITUATIONAL ANALYSIS.


WHY HAS HENRIETTA BEEN SO HELPFUL?
ONE THING YOU'LL FIND IS THAT PROPERLY ANALYZED SITUATIONS OFTEN CHANGE PROBLEMS INTO OPPORTUNITIES.
"AS VANTAGE IS BEING KNIGHTED AND TAKING ON THE NEW RESPONSIBILITY AS EDUCATOR, IN HIS MIND HE REMEMBERS THAT ALL LOGS ARE NOT LOGS, THAT ALL DRAGONS ARE NOT BAD... THAT PLAIN LOOKING STONES ARE SPECIAL. WHAT THEY ARE DEPENDS ON HOW YOU LOOK AT THEM."
SUDDENLY HE UNDERSTANDS WHY HE IS NAMED SIR VANTAGE. HE IS DESTINED FOR HIS ROLE IN SITUATIONAL ANALYSIS.
PSST! DON'T FORGET THAT CRYSTAL!
I DONT SEE HOW YOU CAN SPEND SO MUCH TIME THINKING. I HAVE SO MUCH TO DO I DON'T EVEN REALIZE WHAT IT IS UNTIL I'VE DONE IT.

Prepared for

Working With Our Publics

Module 4: Situational Analysis

Author: Laverne B. Forest
Script: Carol Smith
Artwork and layout: Michael VanHaren
Program Development and Evaluation, Cooperative Extension Service, University of Wisconsin—Extension

Published by
The North Carolina Agricultural Extension Service and The Department of Adult and Community College Education, North Carolina State University, Raleigh

Adams County Examiner

Vol. 94, No. 41 Thursday

Still 35 cents

William and Margaret Tinker watch as Clearwater and Matthews volunteer fire departments attempt to save their home.

Home destroyed in blaze

A rural Stoney Creek home owned by William and Margaret Tinker was destroyed early Friday afternoon when fire swept through their two-story farm house.

The fire apparently started in the basement and was unable to be controlled by Clearwater and Matthews firemen.

Mrs. Tinker and her 3-year-old daughter were home at the time of the fire and escaped safely to a neighbor's to call the fire department. Mrs. Tinker said she heard a "muffled explosion" in the basement shortly before she opened the basement door to investigate. When she opened the door, flames and black smoke poured from the entrance way, she said.

Fire-fighting was hampered because only two firemen arrived on the Clearwater Volunteer Fire Department engine. A second engine, from the Matthews Volunteer Fire Department, arrived about 10 minutes later with three more fire fighters. The two fire departments had the fire under control in about 45 minutes. None of the other buildings on the Tinker farm were damaged.

Mrs. Tinker wept as she watched her home disappear. "We have insurance, but it seemed like forever for them (the fire department) to get here and then there were only two on the first truck. We are only two miles out of the village. I'm sure our home could have been saved."

Clearwater Fire Chief Alex Wright said he was proud of the excellent work the two fire departments did in containing the fire. "We tried our best to get it under control, but by the time we arrived it was almost impossible to save the structure."

When asked why only two fire fighters arrived at the fire, Wright said he has had trouble getting volunteers during weekday hours.

For the past three years Wright has run a campaign to enlist volunteer firefighters with little success. The Clearwater area, he says, has too few people capable and willing to volunteer during weekdays for fire fighting duty. "We've improved on our training, but without man-power there is nothing you can do," Wright said.

William Tinker, who works in Mason at the Mason packing plant since giving up raising a milk herd, said he didn't know what could have caused the fire. He said the furnace had just been checked two weeks ago by the Matthews Co-operative.

The Tinker's house and property have been for sale since they gave up farming. The family will stay at her parents' home in Clearwater temporarily, before moving to Mason in order to be nearer to employment.

County stalls on Fishing Creek LUP

For a few moments Thursday night, Fishing Creek township representatives thought the Adams County Board of Supervisors had finally adopted their amended township land use plan. Then, within seconds of the roll call vote, a motion for reconsideration was called and the township's 13-month wait continued.

The amendment the county board was voting on limits development of commercial, business, industrial and multi-family zoned land, except duplexes, to areas where existing municipal water and sewer service exists in Fishing Creek township, an agriculture-based township. The LUP was designed through a community development project of the UR-Extension.

According to Township Chairperson Ed Matthews, the intent of the land use plan is to keep farmland intact, and to keep taxes lower, by making it difficult for marginal farmers to break up their land to sell out to developers.

Discussion on the amendment centered around a municipality's authority to "take" a landowners rights away by not allowing development.

County Chairperson John Lee, an attorney, noted that the "taking" issue is already pending before the U.S. Supreme Court in a similar case and the court will probably rule in favor of amendments such as this.

Township Chairperson Ed Matthews explained that the amended land use plan could be used as a guideline for the county's zoning regulations. "We want to preserve agricultural land. With your endorsement of our plan, improper zoning requests won't end up coming back to you time after time as they have in the past when neighboring landowners don't want development next door," he said.

Hog farmer Bob Dunn, whose family has farmed in Fishing Creek and neighboring Bear Creek township for 122 years, said that he favors the amendment and that the township's land use plan has helped him remain a competitive farmer by keeping taxes lower.

"We also own land in Bear Creek, which doesn't have a land use plan," Dunn told the board. "Because I've often heard that we need development and that development bolsters your tax base and taxes will go down, I pulled out my last year's tax statements to see how they compare. I found the taxes are 25 percent higher in Bear Creek than they are in Fishing Creek.

"The increase is coming from that line that says local taxes. We are paying 700 percent higher taxes to that local level of government," Dunn said.

The board will meet in two weeks to reconsider the amended version of the land use plan.

Kids cause damage in Oak City

Vandals hit town

Oak City Police Chief Dick Larson is feeling a growing concern — concern that despite agressive school and community anti-drug and alcohol campaigns, local kids with problems are becoming more and more evident.

"After our "Say NO' educational program last November, the incidence of juvenile drinking decreased," Larson said. "At first I hoped we had turned the tide — but the number of curfew violations, vandalism and drinking problems has again increased."

Many of the problems, he said, occur after Oak City's curfew, which is 10 p.m. every night of the week. He recently found one 12-year-old boy wandering the streets at 3 a.m. "We have parents tell us, when we ticket their child for a curfew violation, that we have no right to do that because they have given the kid permission to be out after curfew," he said. "Parents can't give permission to a juvenile to be out after the curfew hour."

The exception to the 10 p.m. curfew, Larson said, is that young people may be allowed to travel from an authorized function to a residence.

"What we don't want are kids loitering around at Karl's Kar Wash, the bowling alley or any of the convenience stores, or to be out walking the village streets after 10 p.m.," Larson said.

Karl Simpson, owner of Karl's Automotive Service, 715 Union St., and Karl's Kar Wash across the street, said that he has suffered numerous vandalism acts in the past two months.

"There has been lots of damage including broken windows, coin machines damaged and the pop machine dumped on its side. It's been an ongoing thing, but lately it's gotten worse," Simpson said.

Simpson said that he finds the vandalism particularly discouraging because he has made it a point to support youth activities in the village for years. Now he is offering a $100 reward to anyone who can offer information that will lead to the arrest of the vandals. Part of the village's crack-down on juvenile drinking is to put the juveniles through a hospital-sponsored assessment and education program.

"We are just completing our first round of the four-week session, which is being held in conjunction with professional counselors from St. Claire Hospital in Mason," Larson said. "Kids are fined $67.50 if they are ar-

continued on back page

EXCHANGE
ASK FOR IT

Karl Simpson, of Karl's Automotive Service, shows the most recent vandalism to his station — a window broken last Sunday night. Simpson's is only one of many businesses in Oak City that are experiencing an outbreak of vandalism.

Community News

Nitrates in water probable cause of death

A blood disorder caused by nitrate-contaminated well water was the probable cause of last month's death to a rural Clearwater girl, said a medical examiner at University Hospital.

Four-month-old Marta Kiser died after repeated feedings with infant formula mixed with water from her parent's family farm's well, Dr. Jacob Keebler said Monday.

"The nitrate levels of the water was later found to be in excess of 150 parts per million. No more than 10 parts per million is safe for infants," Keebler said. "Marta's death is similar to another Adams County infant death last fall."

In that case, a 3-month old rural Stoney Creek infant died after receiving formula made with high-nitrate-level well water.

Keebler said most mothers boil the water they use for infants, but that boiling only worsens the contamination problem. "Boiling only kills the bacteria, and it just concentrates the nitrates and makes them more dangerous," he said.

"Adults are able to convert nitrates to a non-toxic form so they can be eliminated. In children, the digestive tract isn't developed well enough to make this conversion — instead, the nitrates are converted to toxic nitrites," Keebler said, and he made reference to a May 1987 article in the Journal of the American Medical Association which explains the process.

"The nitrites in the child's blood convert the hemoglobin in the blood to methemoglobin, which cannot carry oxygen through the body," he said. "They get sick and turn blue from a lack of oxygen. Sometimes they die."

Keebler said a link to infant deaths and nitrates was established as long ago as 1945, when Dr. Hunter Comly, of Iowa City, published findings on the nitrate-infant death connection.

"I think this is still a vastly under-reported disease in rural areas. In 30 years of state and national studies, we found an extremely high percentage of shallow wells with nitrate contamination. Adams County is no exception to the rule — these two recent infant deaths show that the problem is getting worse."

Shallow wells, he said, and older deep wells with cracked casings are likely contaminated from chemical fertilizer or animal wastes, or when the wells are improperly located.

Keebler recommended that rural well owners test their wells every year.

Federal budget cuts hit home

The President's proposed $1.1 trillion dollar budget is expected to pull a few bucks out of many Americans' family budgets and drain many more from family bank accounts through higher home costs and bigger medical bills if it passes, analysts say.

Among the proposals included in the budget are:

- Schoolchildren from lower-income families — 14.7 million of them — will no longer receive subsidized school lunches. The children affected will include those from families whose household income is 185 percent, or more, of the poverty level, which works out to an annual income of $20,350 for a family of four.
- Fees to national parks would double. The fees are currently $5 per day.
- Obtaining a FHA or VA mortgage to buy a home would cost more. As an example, the President's budget would increase closing fees from 1 percent to 2.5 percent on one type of VA loan. That would raise the closing costs on a median-price home — about $80,000 — from $800 to $2,000.
- Veterans seeking treatment at VA hospitals would find some treatment is no longer free. Veterans who can afford medical treatment for non-service-connected illnesses will be charged.
- Farmers would see federal subsidies slashed. For the biggest farms, the maximum subsidy will be cut from $250,000 to $50,000. Massive cuts in farm commodity programs and user fees for federal meat inspection are expected. The USDA's spending in the fiscal year that ends Oct. 1 would be reduced 8 percent to $50.7 billion from $55.1 billion. The proposal also calls for a cut to the USDA's staff, with a reduction of about 6,000 employees in the upcoming year.
- About 3 million state, county and local government employees would have to start paying the Medicare portion of the Social Security tax. For a worker with a family income of $27,740, the extra taxes would add up to $402 a year.
- Social Security taxes will increase, although not as a direct result of the budget. Congress has already approved increases.
- Air and sea tickets for international travel can be expected to rise about $1 a ticket. The money would go to pay for the U.S. Travel and Tourism Administration.

Four arrested in burglary spree

An Oak City adult, two Oak City juveniles and a juvenile from Mason were arrested Saturday during a break-in at the Oak City Baptist Church. The arrests culminate a two-month investigation of a burglary and vandalism spree in Oak City, Gold Hill and Mason.

The names of the juveniles, whose ages are 17, 15 and 15, were not released by the Sheriff's Department. The adult arrested was Jim Aldrich, 205 Nevin Rd., Oak City, age 18.

The suspects were apprehended shortly after 11 p.m., Saturday, after they set off a portable VARDA alarm system installed in the church.

The suspects are believed to be responsible for 9 break-ins and burglaries in Oak City, 12 in Gold Hill and 6 in Mason. Some buildings were broken into more than once.

Most of the entries were gained by jimmying door locks or by removing the glass in unsecured doors. Many of the entries are believed to have occurred between 11 p.m. and 4 a.m.

"Their primary target was electronic equipment," said County Sheriff Don Pettit, "but they took anything from candy bars to camping equipment to money. In some cases nothing was stolen — it appears they broke into places just for the fun of it. In some cases, the break-ins were done to vandalize a building," he said.

Pettit said the group has been linked with vandalism that amounted to almost $8,000 in damages to the Robert Keyes High School.

At two of the juveniles' homes numerous televisions, tape recorders and a video camera were recovered. Pettit believes many of the other stolen goods were sold.

Hong Kong is big farm customer

Hong Kong, the 412-square-mile island with its population of 6 million inhabitants off the coast of China, is one of the best customers of American farmers.

Last year Hong Kong was a market for nearly $396 million worth of U.S. agricultural products, which included oranges ($70.4 million), poultry ($38.1 million), ginseng ($29.8 million), tobacco ($28.9 million), grapes ($14.5 million), and wheat ($14 million).

According to Michael L. Humphrey, United States Department of Agriculture representative, Hong Kong serves another function as a "conduit to introduce U.S. products and technology to potential buyers in China," its historic homeland.

"It is important to recognize that China was Hong Kong's main trading partner in 1986, with two-way trade totaling more than $18 billion (U.S.), which is a 17 percent increase over 1985," Humphrey said.

Hong Kong is the world's fourth largest financial center and the 10th largest trading partner of the United States, he said. About 800 U.S. companies have offices and representatives there.

Last year's U.S. shipments included about $130 million worth of fresh produce, a 45 percent share of the overall Hong Kong market for produce.

Mason grows again

The city of Mason just got bigger.

The City Council Tuesday night approved the annexation of a 120-acre parcel belonging to the Oliver Kneebone farm on the city's northeast side.

The annexation comes with the approval of the Mason Plan Commission, who voted unanimously last month to recommend annexation of the land.

The land, which borders the Coast to Coast Railroad, is agricultural land and is currently zoned Agriculture (A-1). According to Mayor Elaine Windsor, the parcel will be rezoned Rural Development (RD), the designation usually given to incoming properties until they've been platted.

Several neighbors of the Kneebone farm, from the Mason Township, were also present at the council meeting, to protest the annexation. One farmer called the land "some of the best soil we have in the state." Others shared their discontent with city officials over how development will affect farming to the north and east.

Jerry Nieman, a farmer who lives east of the Kneebone farm, was concerned that his neighbors will be more willing to sell out to developers now that the city is "pushing its way northeast."

"This is only the beginning of your expansion," Nieman told the council. "When revaluation time comes around again and our property taxes rise again, we will be one step closer to being forced out of farming. I've already seen my taxes go up 10 times. It's just not going to stop — I'll be out of business in five years. It put farmers out of business near Metropolis and it's going to happen here."

Mayor Windsor said she understood Nieman's concerns, but added that the market value or the taxes on agricultural land is not within the city's control. She said the final rezoning will be determined when the property is platted and that public comment will be taken on the zoning when the public hearing is set.

Local pork producers get $15,000 grant

A National Pork Producers Board grant of $15,000 has been awarded to the Adams County Pork Producers Association for its pork promotion and consumer education programs.

The grant is part of $500,000 that is earmarked nationally for use in the NPPB's "Pork: The Other White Meat" campaign. The money comes from checkoff collections when farmers sell their market hogs.

Locally, the grant will be used for educational programs, youth activities and events to be scheduled at next year's state fair.

Along with the new "Pork: The Other White Meat" program, a new nutritional guide and Adams County Pork Producer Directory will be printed early next spring. To include your operation in the directory, a registration form is available from Donald Fred, president ACPPA, 2256 Swine Road, Mason, 96987-0135, or by calling Don at 959-7462.

There is no fee for having your farm listed in the directory,and persons listed will receive a complimentary copy.

CLEARWATER MEMORIAL CO.

Monuments Markers

Serving all faiths and all cemeteries
for over 75 years
Visit our large indoor showroom
or have one of our memorial counselors visit you

No Obligation Whatsoever

Call 976-3390

ADAMS AGRI-SERVICE
FACTORY FERTILIZER SPECIALS

20-5-10 Winterizer	50 lbs.	$6.15
9-23-30	50 lbs.	$6.50
21-4-8 (slow release)	50 lbs.	$7.95
10-10-10 Lawn and Garden	50 lbs.	$4.95
5-10-10 Vegetable	50 lbs.	$4.62

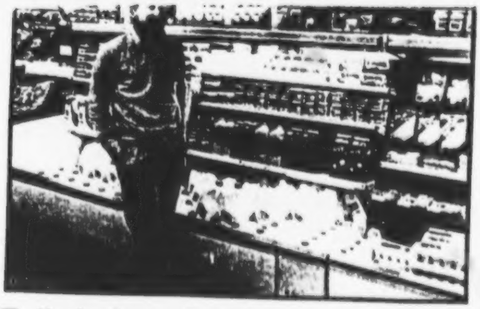
FREE FREE FREE
Buy Here & Use Our Fertilizer Spreaders FREE!
Best Prices In Town
Main St, Stoney Creek
Hours: Mon.-Fri. 6 a.m.-5:30 p.m.
Sat. 7 a.m.-4 p.m.
Sun. 8 a.m.-Noon

ADAMS AGRI-SERVICE

YOU CAN BUY DIRECT AND SAVE!

PARENT EDUCATION GROUP

Learn what every parent should know about learning disabilities, the school system and the law.
Come to our next meeting:
Adams County Parent Education Group Thursday, October 27, 7 p.m.
Keyes High School, Room 145



Full shelves, but business is slow

Business has been slow for Dick Santori, Matthews' only grocery store owner. Although Santori's shelves are full, farmers with tight budgets seem to prefer the warehouse supermarkets in and near Mason.

Downtown Matthews is suffering

When you walk down Main Street in Matthews, you feel a sense of uneasiness and frustration — something that wasn't in this village of 1,000 five or even 10 years ago.

You also see an emptiness — store fronts closed, empty parking stalls and empty seats in the restaurant where, in years past, there was barely elbow room.

Ask Irv Pelto, the Matthews Farm Center salesman, or Milt Schmidt, executive vice president of the Bank of Matthews, or Dick Santori, owner of Santori's Grocery. They are living through it.

Each one is affected in one way or another by the difficult times afflicting farmers in Adams County and throughout the state.

''The impact affects us all,'' said Santori. ''Especially for Main Street businesses .... The customer is spending less and my business is suffering.''

Santori said farm families are purchasing fewer items than ever before — mostly just odds and ends. ''To save a few dollars, I suspect they are doing more shopping in the big supermarkets near Mason,'' he said.

''Small businesses are being decimated by the malls and their stores' buying power,'' Santori said. ''With today's economy, if I wanted to sell my store I wouldn't have one buyer.''

Banker Milt Schmidt said it only stands to reason that a village based on a farm economy will do poorly when farming is down.

''The farmer is under lots of pressure to cut back on his expenses. He's getting less money for his crops and the value of his land has dropped. He just doesn't have the leverage to borrow,'' said Schmidt.

''The penalties are stiff for him. If he doesn't control his expenses, he is faced with the loss of his farm, his livelihood, the respect of his community and his own self-esteem.''

Schmidt said his bank has had to foreclose on six area farms and added that dozens of others are being forced into liquidations.

Chamber of Commerce President Ron Singleton can't remember a previous time when there have been four empty storefronts in downtown Matthews.

''We are trying to accommodate the customers by staying open extra hours, but small town businessmen just don't have the buying power the big stores do,'' said Singleton. ''For the most part, farm family spending habits have changed and they are watching their pocketbooks closely.''

Unemployed man shoots home

With about 18 police officers crouched behind squad cars and a neighborhood of evacuated homes surrounding him, Michael X. Moylan walked out of his Truman Street house Sunday night with his hands held high above his head, ending a shooting spree that lasted more than 4 hours.

That was also the end of the 42-year-old's weekend — three days that apparently began with beer drinking and ended late Sunday with his arrest for battery and reckless use of a weapon.

No one was injured during his shooting spree, but the ceiling and walls of Moylan's home received 37 shotgun, rifle and pistol shots.

Moylan's wife, Tina, said her husband, who has been unemployed five months, had become upset earlier in the day by neighbors who were shooting firecrackers in an attempt to scare off birds. ''He said he was going to pull out his guns and show them how to really scare the birds,'' Mrs. Moylan said. She said he had a shotgun out but didn't do anything until after she accidentally burned his dinner. ''He got real mad and started slapping me. Then he grabbed the gun and shot the lamp over the kitchen table, it landed in the middle of the table. When he did that, I ran to the neighbor's house and called the police,'' Mrs. Moylan said.

Although none of the shots were apparently directed at police, Moylan kept Mason Police and Adams County Sheriff's officers at bay for nearly four hours before walking out of his home at 861 Truman St. at about 10:45 p.m.

Moylan had refused to give himself up, saying that he was going to kill himself. Police attempted contact with Moylan by phone, but he refused to talk to officers or to let anyone inside. According to police reports, officers heard him apparently talking to his dog about ''three incoming enemy soldiers.''

PUBLIC NOTICE

Classroom Study Committee

The Adams County Board of Education is seeking interested citizens to serve on a Classroom Study Committee. The committee will develop a recommendation to the Board of Education which details the best way to solve the district's future classroom needs.

Interested Adams County School District residents who wish to be considered for membership should submit their name, address, and telephone numbers to a member of the Board of Education or to the district office at 211 Memorial Boulevard, Mason, prior to December 31.

County leads state in the number of substandard homes

A report issued last week by the U. S. Census Bureau said that, of the more than 23,000 homes in Adams County, 8.5 percent or 1,986 are in substandard condition.

Adams County leads all other counties in the state for percentages of substandard housing. The state's average is 5.1 percent.

Housing is considered ''substandard'' by the Census Bureau if it has more people than rooms, or if it lacks complete plumbing — hot and cold running water, a flush toilet and a bathtub or shower — for exclusive use of its occupants.

Urban housing makes up the majority of Adams County's substandard units with 1,428 located in the city of Mason and villages of Matthews, Stoney Creek, Clearwater, Oak City and Fitchburg. Gold Hill does not have any substandard housing, according to the figures. The remaining 558 substandard units are those in unincorporated villages and townships and are considered rural substandard homes.

Adams County Department of Social Services Director Max Hellman said the number of rural substandard homes is holding steady or on a slight decline because people are moving away from rural areas. He said the current substandard rural homes are owned mostly by persons on fixed incomes and by small, ''subsistence-level'' farmers. Each, he said, has seen his or her property taxes rise as agricultural land values have gone up.

''These people don't have a wide margin of profit. They generally can't afford to make improvements or pay for the increased taxes on those improvements,'' Hellman said.

In urban areas, he said, substandard housing is on the rise. ''Mason, like many cities in the late '60s and early '70s, experienced a major population shift when people were moving to the country,'' he said. ''Those homes were often purchased by lower income persons, or by developers as rental units.

''In the 20 years since then, these homes have seen a lot of abuse. Many have absentee landlords. Others have been defaulted on and changed hands many times. Repairs just haven't been made and they are showing up today as our slums.''

Hellman said that a lack of good-paying jobs has contributed to the high number of people living in these rentals. ''What makes it worse is tenants won't report negligent landlords because they are afraid they'll be evicted. And with the current rental shortage they wouldn't have anywhere else to live.''

Free Job Search Training

for Older Workers Age 51 and Over

Unemployed; Underemployed
Adams County Residents

- Resume Writing
- Interviewing Skills
- Job Leads Provided

Register NOW for classes starting next week Monday at the Bank of Mason Branch Bank, Piper Road, Gold Hill

Sponsored by 51 and over Employment Service

Fitchburg man kills himself minutes before farm auctioned

A rural Fitchburg farmer shot himself dead about 20 minutes before his property was to be auctioned on the steps of the Adams County Courthouse, Tuesday.

Sheriff Don Pettit said Clarence Arnold, 52, shot himself at his rural Fitchburg home at about 9:10 a.m. yesterday morning.

''He wanted to stop the sale, which in fact he has,'' Pettit said, ''but that is one poor way to do it. He's had a lot of trouble lately, his children didn't want to farm, then his wife left him.'' Arnold's death has officially been listed a suicide.

''It just tore us up when we heard about it,'' said William Dreysdale of Mason, president of the Federal Land Bank and the Farmers Production Credit Association, a federal agency which holds the mortgage on Arnold's property.

Dreysdale said the FPCA had loaned Arnold money through the Federal Intermediate Credit Bank of Metropolis.

According to Dreysdale, Arnold had visited FPCA officials in Metropolis Monday to see if he could sell part of his property to relieve the debt load.

''It just wouldn't have been enough,'' Dreysdale said. ''We had been working with Mr. Arnold for over a year, but it just got to a point where there was nothing else we could do for him.''

Clarence Arnold's brother, Ray, found him when he stopped in to take him to Mason.

Friday Nite Fish Buffet..........$5.45

ALL DINNERS
INCLUDE
POTATOES AND
SALAD BAR

Anthony and the Night Riders 8-12 Saturday

Crossroads Lounge
at the
North Side
Business Association

in tractor accident

A rural Clearwater boy, 8, died Sunday after being run over by a tractor when he apparently shifted it into neutral and it ran over him.

Bobby Houghton, son of Mike and Susan Houghton, 2359 Black Creek Rd., was pronounced dead at 3:30 at the Mason Memorial Hospital by Adams County Coroner Wayne Gorman.

The accident happened at the boy's home at about 2 p.m.

Mr. Houghton said his son must have slipped as he climbed up to the cab of the tractor and must have grabbed for the gear shift, causing it to shift into neutral. The boy was crushed by the tractor's dual rear wheels. The tractor was backed onto a slight grade, Houghton said.

The accident was witnessed by the boy's grandfather, John Houghton. The elder Houghton said the key had been taken from the ignition earlier in the day to prevent the boy from starting the tractor. He said the boy had been warned several times to stay away from the tractor.

Sunday's accident brings the number of farm equipment child deaths to three for this year. Earlier this spring a 10-year-old rural Fitchburg boy was killed when his clothing got caught in an auger. A 6-year-old rural Matthews girl was suffocated to death this summer when bales of hay shifted and fell on her as she rode in a hay wagon.

Board re-affirms E-belt

In an attempt to keep land on the edge of its environmental-belt from being developed by a printing company, the Matthews Village Board approved a resolution Tuesday reaffirming its commitment to its Urban Service Area boundaries and to the "E-belt" designation just southeast of the village.

The resolution was passed in time to send a message to the Adams County Regional Planning Commission, which meets tonight. The plan commission has favored the E-belt and Urban Service Area set by Matthews.

In order to change the designation, the Urban Service Area lines must be approved by the county, the ACRPC and the state Department of Natural Resources.

Graphics Only, Ltd., a publishing firm, is fighting the current E-belt designation because it wants to develop a printing complex on 360 acres it owns, most of which is in the E-belt zone. The plant is expected to have more than 450 full-time employees.

Matthews officials say the E-belt designation is necessary because the Beaver Creek watershed is home to a variety of endangered plants. As a compromise, village officials said they would be willing to negotiate another location within the urban service zone, which is to the north and west of Hwy. 95.

Village Trustee Roger Leitner has opposed the E-Belt designation. During the discussion, Leitner said he could not support the resolution because of the factory's potential to bring jobs to the Matthews area. "It makes no sense to turn them away when we are trying to attract employers."

Trustee Tom Coldwell, a strong supporter of the resolution, said Graphics Only is clearly in the wrong on the issue. "Matthews has access to 600 acres of designated Urban Service Area, which is marginal farmland and has less environmental importance. There is little doubt in my mind that Graphics Only should build there instead of on E-belt land."

The board voted 6-1 in favor of the resolution. Trustee Leitner was the lone dissenter.

In other action, the village board voted to extend the city's urban service area to the Tom Wayne property off Heart Road, and farther north along Demson Road, where residents have had continuing septic problems.

In conjunction with
Vern Remington's
45th Anniversary
and Clearwater Auto Company's
70th Anniversary
All vehicles purchased between
Monday and Saturday this week
will be subject to the following discounts:

$47 Off on all Used Cars
$70 Off on all New Cars

Stop in for good conversation,
good prices and refreshments

A small town dealer offering
quality cars, trucks and
service for 70 years!

Clearwater Auto Co.
Buick-Chevrolet Sales and Service
Clearwater Phone 642-3480

Senators try to restore EFNEP

Two state senators have asked U.S. Sen. Bill Burley R-RD. to try to restore money taken away in proposed cuts to the Extension Expanded Food and Nutrition Program (EFNEP).

The two — Sen. Mark Draper, D-Mason, and Sen. Julia Dole, D-Milltown — urged Burley to oppose the $330 million cut to EFNEP, of which the state receives $15 million.

According to home economist Ann Patterson, in Adams County last year, the EFNEP reached 949 people, including 474 children. About 90 percent of the families served by EFNEP last year had incomes less than $7,452, she said.

EFNEP aides teach nutritional information for meal preparation, food preservation, wise use of available resources, and meal planning and preparation skills.

The program is scheduled to end in March if it is not funded.

"Adams County's needy would suffer a tremendous loss without EFNEP," Patterson said.

Bumper harvest in Soviet Union

The Soviet grain harvest this year exceeds 210 million metric tons, but it still below the target set of 232 metric tons.

Subdivison residents say NO to farm animals

After hearing concerns from Hide-away Hills subdivision residents at the Gold Hill Village Board meeting last week Tuesday, the board denied a zoning request to allow farm animals to be kept on a lot in the near-empty subdivision.

Twelve of the 92 platted lots have been filled since the subdivision was developed five years ago.

According to Village Clerk Rose Oswald, five residents appeared at the meeting to object to a request by Daniel Thames, who owns a six-acre lot on which he wants to keep horses.

Besides those who appeared in person, the clerk's office also received three letters from Hide-away Hills residents stating they are not in favor of the zoning change.

Thames maintained that the covenant restricting animals has already been broken because an existing farm at the corner of the Hide-away Hills subdivision entrance road and Layton Ln. has kept horses.

The owner of that property, Jeff Bobosky, says his land is not within the subdivision so it is not bound by the covenants of it. The village's attorney agreed with Bobosky and said, "The subdivision's covenants cannot restrict other lands which are bound by the village's zoning ordinances."

Hide-away Hills residents also asked the village for assistance in controlling the weeds in the vacant lots. "The problem is not noxious weeds, which I know are required to be controlled," said resident Lyman Lichte. "Instead, it is an overwhelming number of ragweed and Russian thistle, which are not considered noxious weeds. We want to see them cut because of the allergies they support."

The board felt that nothing could be done for this year, but in an informal discussion, the board agreed to develop a weed ordinance by next spring.

High levels of pesticides found in old orchard

The Adams County office of the state Health Department said Monday that soil tests from the old Oak Hollow apple orchard, Alto Road, Oak City has "hot spots of unhealthy levels of pesticide residue."

Oak Hollow has been for sale for several years since it closed in the early 1970s. The orchard, which has not been in production, is owned by the Best Canning Company of Oak City.

Dr. Harvey Howely, chief of environmental and chronic epidemiology for the state Division of Health says that the soil has levels of lead, arsenic and DDT residue "far beyond acceptable state and federal levels." Howely said, "These are pesticides that have been banned for several years, and they were probably applied sometime before the mid to late 1960s."

The health department was asked to investigate the orchard after a child sneaked into the orchard and became ill after eating some apples.

UNITED STATES DEPARTMENT OF
AGRICULTURE
FARMERS HOME ADMINISTRATION

NOTICE OF SALE

Notice is hereby given that the United States of America, acting through the Farmers Home Administration will sell by Sealed Bid on Form FmHA 1955-46 the following described Real Property:
LEGAL DESCRIPTION: N½ SE¼ NE¼, Sec. 8; Six acres on S½ of NW¼ of NW¼ of Sec. 2; S½ NE¼ NE¼, NW¼ NE¼, SE¼ NW¼, and the SW¼ NW¼ Sec. 6, all located in T12N, R8E Adams County, Readiness.
DESCRIPTION: A dairy unit containing 184 acres more or less with 150 acres of cropland. Farm located just south of Fitchburg, RD. No dwellings included.
TERMS OF SALE: Farm will be sold by sealed bids to be opened at 1 p.m. on December 15 at the Farmers Home Administration Office, 208 City Avenue, Mason, RD. Telephone 976-2256.
The bid opening is open to the public and the Government reserves the right to reject any and all bids. The minimum acceptable price for this property is $90,000.
Every effort will be made to place the ownership of this farm with family farmers in accordance with Farmers Home Administration regulations. The property will be sold for cash, or terms to a qualified buyer of not less than 20 percent down payment with the remaining balance amortized over a period not to exceed 25 years at 11 percent interest. A 10 percent deposit must accompany the bid in the form of cash, cashier's check, certified check, postal money order, or bank draft made payable to the FmHA. The property will be sold without regard to race, color, religion, sex, age, national origin, or marital status.

The property will be sold for cash unless otherwise indicated herein. For security property, Farmers Home Administration reserves the right to bid at any public auction sale. For inventory property, FmHA reserves the right to reject all bids. Information concerning credit sales may be obtained from the FmHA office listed above.

The property may be examined by contacting the county FmHA supervisor in Mason, RD

ACTI...

WE HAVE A CAREER FOR YOU!

MANUFACTURING ENGINEERING
OR
MECHANICAL DRAFTING AND DESIGN

100% Placement of Last Year's Graduates.
Enroll now! Start a new career with a future!

Adams County Technical Institute
3550 Industrial Dr., Mason
976-6800

Watershed deserves more scrutiny

By Pete Halston, president of the Lake Zion Association

Right now it looks as if legislation creating the Contentnea Creek Watershed Authority stands a good chance of passing as part of the state budget.

That is no good, because included in it is the ability of the Authority to be another taxing authority. The last thing we need is another leach for our tax money to get sucked into.

I realize the special committee formed to make recommendations on the watershed worked long and hard, and it provided the public with opportunities for input. But in this case that's not enough.

The county has serious objections to the plan, the township association has expressed its reservations, and locally, the new Lake Zion Association has many ideas that have not yet been considered.

The proposal should be removed from the budget package, and if it isn't, the governor should veto it.

Then it can get the scrutiny it really deserves.

Tire recycling needed

By State Representative Dallas Gagnon

Our state, like the rest of the country, faces a growing problem with garbage. This problem was dramatically illustrated recently by the unfortunate trip of a garbage-laden barge which no one would accept.

Currently we dump more than six and one-half million tons of garbage into state landfills each year. If we continue with this current practice we will need more than 300 new landfills over the next 10 years.

One of the larger shares of this solid waste stream is used tires.

Approximately 20 million used tires are improperly stored in dumps and landfills throughout the state. Stacked one on top of another these would make a pile 3,000 miles high. To make matters worse, we throw away about 4 million additional tires each year.

Tire dumps are not only unsightly, they are dangerous threats to our environment. They serve as breeding grounds for mosquitos and rats, plus they are a fire hazard. In 1986, a 10-million-tire tire fire in Wisconsin emitted toxic smoke for months and created both surface and groundwater run-off problems and cost hundreds of thousands of dollars to clean up.

We must not let a similar catastrophe happen here. I have introduced legislation to clean up existing tire dumps and to create a tire recycling program to ensure that future used tires do not end up in tire dumps. The bill already has more than 50 Assembly sponsors, but it is having important portions of it threatened with the governor's very liberal use of the veto pen.

The bill requires the Department of Natural Resources to clean nuisance tire dumps, first by ordering dump owners to clean up their dumpsites. If the owner refuses, the DNR would take on the responsibility itself and recover the costs from those responsible.

Unfortunately, the governor has vetoed the funding for this bill. The vetoed provisions would have provided funding to pay for the dump clean-up and for a tire recycling program to help industries recycle tires profitably.

Waste tires don't have to be wasted. They can be recycled into fuel, road pavement, road crack sealants and industrial stock for a variety of rubber based products.

The budget provision would have financed the recycling program by transferring a $2 million surplus in the transportation fund. Another source of financing must now be found — one of which could be a $1 tire recovery fee on state registered vehicles.

Despite the governor's vetoes, I am hopeful we will not fail to act during the upcoming Legislative session.

LETTERS

Dear Editor:

We have a problem — we are wasteful.

We buy over-packaged goods; we buy things packaged in plastic bottles or styrofoam rather than glass or aluminum; we rake the grass from our lawns and the pretty fall leaves only to package the leaves and grass in plastic bags for the garbage man.

The Department of Natural Resources says that 25-30 percent of the landfill space is taken up by bagged leaves and grass clippings that could be mulched. They also say that another 10 percent of our garbage — glass, tin and aluminum — can be recycled. The plastic, they say, will remain in the landfill for hundreds of years.

The remaining garbage is 50 percent paper — most of it newsprint and over-packaging — most of which could be recycled and reused, says the DNR.

So what, you might say. Who cares, it's "just garbage," right?

Guess again. The three-year-old county landfill that was designed to last 15 years is, at the current rate of use, now expected to fill in only 10 years. That's not ten more years, that's seven years from now. Ten years total.

When the county needs another landfill, whose backyard is it going to be in? And whose fault is it going to be that a new one is needed so quickly?

Let's start to recycle.

John Mackay

An open letter to the Governor

Dear Governor:

We would like to help out our State Officials with their dilemmas. We noticed that a lot of people up in Wagner County want to have their Highway 26 widened from Paineadale to Trimountain, and that the state appears to ignore their requests.

Since most of us here in Adams County do not want Highway 42 widened from I-95 to the county line at the expense of our farmland and century old trees, please take the highway funds away us and use them to make the folks in Wagner County happy.

If we think of any more appropriate places to place highway improvement funds, we will write again and suggest where you might put them.

Sincerely,
Jacob Rosenbury

Adams County Examiner
113 Main St.
Matthews, Readiness
Phone 262-9399

Vol. 94, No. 41
Second Class Postage Paid
Matthews, Readiness and
additional post offices

POSTMASTER, send address corrections to:

113 Main St.
Matthews, Readiness

Published every Thursday
Lavern B. Forest
Publisher

Editor....................Paul Maki
Associate Editor........Pamm Kasper
Photography.............Paul Maki
Layout.....Pamm Kasper, Paul Maki

NOTE: ALL PERSONS AND PLACES DEPICTED IN THIS PUBLICATION ARE FICTIONAL. ANY RESEMBLANCE TO ACTUAL PEOPLE OR PLACES IS PURELY COINCIDENTAL.

---

a new school built or have schools with anticipated increases remodeled and enlarged?

Karen Roper

Nurse
Matthews

"I guess whatever would be most cost-effective. It's wise to take a serious look at whatever you've got to see if's usable before taking on something new. If that's not adequate, then I'm not opposed to building a new school."

Tony Rock

Mechanic
Clearwater

"I'd rather have them remodel the old ones. They are getting pretty rundown. There's been a lot of vandalism lately and this will solve two problems with one blow. By using them more, we'd also have nicer looking grounds."

Tamen Baker

High school senior
Gold Hill

"I don't see any problem with remodeling. If its being done because there is an upsurge of kids, that doesn't mean it will last forever. Then what would you do with a new building?"

Debbie Annapolis

Computer analyst
Mason

"I'd want to know if it would be something we'd continually need — need enough to justify investing in a new building. What if we need the space for only a couple of years? I'd rather see them worrying about higher quality teachers."

William Krager

Hog farmer
Stoney Creek

"Probably build a new one. What's the sense of sticking all that money into an old building when for probably double the cost you can build a new one and have all the facilities you need?"

Dave Goliath

Home builder
Fishing Creek

"I'd rather see them remodel. The building is sound and they could save money by having the right people do the work. And that's not a plug for my business."

Governor's Conference is set for December

"Improving the Profitability of State Agriculture" is the theme of this year's Governor's Conference on Agriculture scheduled for December 10 at the Mason Holiday Hotel. Governor Randall Romney will address the conference at 9:30 a.m.

According to David Sine, secretary of the Department of Agriculture, the conference is designed to address two key areas. The first deals with environmental concerns about pesticides and groundwater. The second centers around positioning the state's hog and lumber industries for the future.

Workshops will also be conducted on: Improving Pork's Image to Build Markets, New Products and Pork Promotion, The Construction and Paper Industries' Needs, Timber Production by the Year 2000, and New Techniques for Forest Management.

The conference is free and open to the public. Registration begins at 8 a.m. on the 10th. The conference concludes at 3:30p.m.

Bankruptcies up 38.5 percent in the state

The number of bankruptcy filings in the state is up 38.5 percent for the first half of the year compared to the first half of last year.

Records in U.S. Bankruptcy Court show 1,795 individuals, farms and business filed for bankruptcy for the first six months of the year. For the same period last year, the total was 1,297.

Of the bankruptcy filings so far this year, 256 or 14 percent are for businesses, 394 or 22 percent are for farms. During the first half of last year, 271 businesses and 387 farms filed for bankruptcy.

Strata family survives farm woes

Since 1982 we have lost more than 8,000 farms in the state — going from 80,000 to 72,000.

By far most of the state's farmers lost their land because of high debts at a time when reduced income and decreasing land values decimated their financial base.

Karen and Martin Strada and their two children, Marlin and Jack, of Route 3, Fitchburg, are one of those families that lost its farm despite extraordinary efforts to save it.

Unlike many farm families, however, the Stradas haven't been shaken by the turn of events. They are determined to work their way into a new and better life, even though they have had to leave their family farm behind.

Until the spring of 1985 the Stradas had a 90-acre Adams County hog operation with 250 sows.

Karen and Martin had been members of a larger Strada family partnership in the hog business involving Martin's father Gerald and his other son Milo. They formed the Lazy-days Farm in 1972.

By 1979, from the momentum of the glory years which boosted all segments of agriculture, the Strada partnership in hogs was dissolved so that each member could have his own farm. Each member assumed ownership of the land which they had lived on, and each took a share of the partnership debt.

The operation had been a success through the '70s. But Strada now recounts the financial obligations as being "way too much for us to handle."

It was the size of these payments that he says put him out of business, combined with the his lender's (First Banks of Adams County) inability to negotiate refinancing with the Farmers Home Administration.

As a result, Strada was forced to live through the torture and humiliation of bankruptcy. "It started on the Adams County Courthouse steps with the sale of the farm," Strada said. "There weren't any acceptable bids so First Banks sold the farm. It was then that I had to declare bankruptcy."

In just four years, the Stradas went from a net worth of $350,000 to a family left with their household furniture and personal items as their only assets.

Karen said the loss was hard on the children because they didn't understand why the farm was being taken away when everything seemed to be working so well. "Martin and I tried to tell them why farming was no longer good, but they just couldn't understand. They felt it was good to them," she said.

"We had to get rid of our family dog and cat. We just cried -- all of us."

She said it was difficult for her to face her neighbors and that they eventually moved to another part of the county where they didn't have that stigma of being losers and where they could start over again.

The first year after their bankruptcy, Martin worked as a cement mason's laborer. The following winter he began taking courses in small business management at Adams County Technical Institute and he worked a part-time job.

Karen has worked part-time in a restaurant. This spring Martin expects to graduate with a certificate in management and to find full-time employment.

"God doesn't put more onto a man's shoulders than he can handle," Strada said. "And I'm not going to look back at farming and get discouraged. There are plenty of other careers. All you have to do is decide that you are going to change."

Manure storage hearing set

A public hearing on a proposed Adams County manure storage ordinance will be held next Thursday at 8 p.m. at the Adams County Agriculture and Extension Center, 100 Exposition Road, Mason.

The proposed ordinance would regulate the design and construction of earthen manure storage facilities. A permit would be required before the construction of a facility could begin, along with a storage facility plan indicating location, structural details, well location and plans for utilization of the manure.

Call the County Zoning Department for more information at 967-4550.

THE METROPOLIS MARKET

MONDAY VOLUME
(Prices from last Monday)

THE LIVESTOCK MARKET

Hogs	3590
Feeder Pigs	2210
Cattle	770
Vealers	122
Sheep	319
HOGS	$1 to $1.50 lower
Nos. 1 and 2	
220-260 lbs.	51-52
260-280 lbs.	50-51.50
SOWS	
Nos. 1 and 2	
Lightweight	47-47.50
Heavyweight	49
Boards over 300 lbs.	47.50
SLAUGHTER STEERS	
steady to strong	
Choice 1,100-1,300 lbs.	63-65
Good and choice	62-63.50
HOLSTEIN STEERS	steady
Choice 1,200-1,600 lbs.	59-61.79
Good and choice	57-58.50
SLAUGHTER HEIFERS	
steady to strong	
Choice 900-1,200 lbs.	61-63
Good and choice	59-61.50
SLAUGHTER COWS	$1 higher
Young high yielding	47-49.50
Utility and commercial	43-46
Canner and cutter	42-46
SLAUGHTER BULLS	steady
No. 1 and 2, 1,400-2,200 lbs	56-61
VEALERS	steady
Choice and prime 140-250 lbs.	85-1.05
Holstein bull calves	90-1.41
SHEEP AND LAMBS	steady
Choice and prime	95-135 lbs.
Unshorn	62-64
Shorn	64-66

THE GRAIN MARKET
At close, wheat mixed; corn, soybeans higher. Exports strong. Five-day average price of corn $1.53. WHEAT: No.2 soft winter wheat, up 6-7 cents at 2.61-2.63. CORN: 3/4- to 2-cent advance. SOYBEANS: up 3-1/4 to 7 cents per bushel.

Southern state corn closed 1.39-1.55; northern, $1.40-$1.75. Southern state soybean closed 4.98-5.13; northern, 4.80-5.01.

METROPOLIS TERMINAL PRICES (Monday): Corn 1.60-1.67; Wheat 2.34-2.46. Friday Board of Trade futures close: Wheat: December 2.76, March 2.80. Corn: Decmeber 1.80, March 1.88. Soybeans: December 5.34, March 5.44.

Marketing strategies workshop offered by Extension

Farmers need to have an understanding of the futures market, said Martin Milhouse, from the Chicago Board of Trade, last week.

"Whether you like the futures or not, you need to have a general knowledge of them because they affect your planning," he said.

Milhouse spoke to about 75 agriculturalists, who were invited by Mason's Rotary Club to a noon luncheon Thursday.

"Market alternatives such as cash forward contracts, delayed pricing, basis contracting, futures hedging, minimum price contracts, options hedging and government programs all need to be evaluated to make the best market strategy," Milhouse said.

"Above all, don't worry about what your neighbors do. A good marketing management technique is all it takes and you will make a profit and remain in business," he advised.

Futures trading, he said, has been around since 1982, and the options market is of newer vintage for agricultural commodities. The options market approach is an alternative that allows a seller to insure against lower prices while still being able to take advantage of higher prices if they occur.

An option contract gives the buyer of the option the right, but not the obligation, to buy or sell a commodity at a predetermined price. The standard quantity dealt with, he said, is 5,000 bushels.

Milhouse sketched many scenarios where different marketing strategies were used in both falling and rising markets. Producer prices varied by using a cash forward contract, cash sale, hedging with futures and hedging with options.

"Trying to figure out in early summer what the prices will be in late fall is what marketing is all about," he told the farmers.

Milhouse will be one of the featured speakers at a workshop on marketing strategies offered by the UR-Extension next month. For more information, call Extension Agriculture Agent Tony Oleson, 976-7300.

Farm women take active roles in business and community

Mary Smith and Jean Hanson have never met, but they probably will over the next year because of a common pursuit of their work toward a better farm future for farm families.

At their own farms Mary and Jean each share a commonality by helping manage their farms with their husbands. That's not the reason the two will meet, though. To a greater extent, each of them is devoted to women's farm groups, and each of them is contacting other women around the state to explain the important role women play in farm management.

Jean Hanson, rural Matthews, is president of Readiness Women's Association (RWA), a state-wide organization of farm women that meets evenings and weekends to discuss the changing role of women in agriculture.

She is still all but taken for granted at the farm, even though she travels almost every day.

On her speaking engagements, Jean tells innumerable stories of herself and of other women who sought both on and off-the-farm employment in order to keep the farm together. "Farm women have saved households, especially when the basic necessities of the family were in danger," she said.

"I've seen families that had to give up health insurance or put off needed medical check-ups or dental visits just to put food on the table. And I have seen farm wives pull their own to get their families back into stability."

At her meetings, Jean emphasizes that it takes good management skills and a solid farm management plan to make a farm work in today's economy. "These areas," she says, "are the areas in which farm women can help the most. Don't be scared of getting out there and finding an off-the-farm job. The bottom line is profitability, and if the only way you can remain solvent in these times is to work outside of the farm, then do it."

Mary Smith, Fitchburg, begins her day at 5 a.m. when she milks the family's 60 dairy cows. She is a full partner in the farm operation with her husband Jerry, who is now busy with harvesting.

Often their 10-month-old son Tim is harnessed to Mary's back in a papoose-like harness while she does chores. After the cows are milked and fed — two-and-a-half hours later — she and Jerry prepare breakfast, care for Tim and discuss the day's, week's or month's schedules.

Among Mary's daily duties is sorting and reviewing agricultural publications, finding articles her husband should read, preparing the farm's books, writing speeches and scheduling meetings for her job as president of the American Milk Producers Institute of Adams County (AMPIAC). She is also the Adams County Chapter delegate to the state organization of the Young Farmers Association.

"You have to be a good manager these days, and if I can help run the farm — with labor or planning — we are far better off. If we didn't make ends meet, then that would be the end of what keeps us a family," said Smith.

"Farming is getting more complicated and women can't be expected to only watch the kids," Smith said. "In my experience, my husband has his hands full with managing the animals and the crops. If he were trying to juggle the financial side and making the economic decisions single-handedly something would have to give. I'm afraid it would be him or me, if not the farm."

Ag dropped at CCC

"You can't talk people into taking up agricultural courses — no way. They tell me there is no future in it and it doesn't pay," said Art Leinonen, who is in charge of placement at the Cardinal Community College campus in Cardinal.

"I have only two people signed up for agribusiness for next semester. It's a curriculum that can handle 42 students in a two-year program."

Because of the poor enrollment prospects, the CCC campus decided last week to drop the Agricultural Science program, effective at the end of the school year. Many school officals said they hope the program will not be phased out permanently. This year's second-year Ag students will be able to complete their training.

Leinonen says that by talking with other placement officers throughout the state, he has found that Cardinal's problem is not unique. "Any course with the prefix 'AG' seems to be shunned," he said, "and it includes such courses as general agriculture, agribusiness and ag mechanics."

He adds that the problem is probably going to become worse because enrollments in high school FFA chapters and 4-H clubs has declined recently also.

"When a few farmers go out of business, everyone begins to expect the worst," he said. "The land doesn't go to waste though, and somebody's got to farm it. When they do, they are going to need services.

"Our society as a whole is moving toward 80 percent service industries," he said, "and agriculture is doing the same thing. Whether it's soil testing, forage testing, fertilizer consulting or agricultural mechanics, it is a service. When somebody spends $35,000 for lime, seed and fertilizer they should expect some services to go with that," Leinonen said.

"People just don't seem to understand that it is a cycle of events," he said. "We have to get the message across — if we want to keep on eating, we have to keep on training people in farming and in the support services."

He went on to say that jobs are "staring people in the face," and that people who have recently retired from farming can, with a little bit of training, step into these if they are willing to work for someone else.

"The irony," said Leinonen, "is that I get several calls each week from agricultural service companies in need of qualified job applicants. I just had one looking for a fieldman that offered $15,500 plus benefits and health insurance, use of a pick-up truck and two weeks vacation," he said. "I didn't have anyone to fill that position. We've had several of those."

Sine warns of farm chemical risk

"It's a sign of the times — agriculture has acquired a chemical dependency," said State Department of Agriculture secretary David Sine, as he outlined the state's non-point pollution problems to the Adams County Board of Supervisors.

Sine said that recent Department of Natural Resources attention to groundwater supplies has found that commonly used chemicals like Lasso, Aldicarb, Atrazine, Dual and Cencor are leaching into water supplies. "DNR test results indicate that pesticide contamination is far greater then we previously believed. These findings can no longer be put onto a side track," Sine said.

"There needs to be one whole lot of concern out there because it's farm families who are at the greatest risk and they are the ones who have the ability to implement changes. We do not need more incidents of child death due to over-use of fertilizers," he said, referring to last month's infant farm death in Clearwater caused by nitrates in well water.

Sine said much of the rural and farm groundwater contamination comes from farm practices, and that $7 billion in damages are caused yearly by non-point agriculture-related practices. The major sources, he said, are: animal wastes, pesticides, fertilizer and soil erosion.

Stressing the importance of a strong county and state partnership, Sine said that the biggest challenges are in working to implement the cross-compliance features of the 1985 Farm Bill.

Sine said that Adams County is among 52 counties designated "high priority' counties for animal waste management and among 55 counties designated "high priority' for erosion control. He urged the board to back the state and to help reduce and eliminate non-point pollution.

"Adams County farmers are facing a tremendous responsibility to clean up their agricultural practices," he said. "We now have the means to begin a solid program of better management now that county-wide soils maps are completed. The county must now work with the state in providing the local manpower to help implement a successful program that favors use of these maps."

He said using these soil maps will allow as many as three-fourths of Adams County corn producers to maintain or increase production with better management planning, while decreasing production costs and controlling erosion. "Thirty-five percent of the corn producers don't even test their soil. A proper management plan, with proper plowing practices, rotations and fertilization practices will reduce erosion, cut down on pest control needs and improve fertility while improving the quality of our water supply."

Sine said that by implementing proper barnyard runoff management practices, it will be possible for Adams County farmers to eliminate almost 85 percent of the non-point pollution. "We have to begin realizing we can't keep plodding along thinking that we have no effect on our resources."

PURDEBRED

BOAR AND GILT

SALE

December 16 at 1 p.m.
Adams County Swine Genetic Center
Matthews

Durocs	Yorkshires	Hampshires
Roger Grease	Rick Rubble	Green Farms
Pete Lowen	Trill Farms	Laverne Wilkes
Crest Farms	Pete Harris	Beech Farms

For more information: Sam Richards 262-8856

Farming is No.1 in U.S.

Farming is still America's most important industry, providing food and fiber for millions around the world and jobs for nearly 25 million workers in the U.S.

About 2 percent of the American population lives on farms. American farmers produce about one-fifth of all agricultural goods in world trade, which last year amounted to more than $26 billion worth of commodities. U.S. farmers provide a $5 billion ag surplus in our international trade balance.

Energy expenses expected to rise

The USDA predicts high ag expenses for next year. An analysis of crop production costs by the USDA's Economic Research Center shows that higher energy prices will raise farm expenses by 4.7 percent next year.

topic of workshop

Good Farm Management is a subject that all of us should be familiar with and practice. With the present depressed farm economy, a good, well written Management Plan is an invaluable tool to have when approaching your lender. It can make the difference between survival and bankruptcy.

Bankers are looking more carefully for detailed Management Plans from their borrowers this year more than ever says Gil Hayes, vice president of the Farmer's National Bank of Matthews. "With the high number of defaults we've had to take a closer look at our lending practices. And we are certainly favoring those farmers who have a well thought out and constructed Management Plan that sets definite farm goals," Hayes said.

This year Hayes said Farmers National is requiring a Management Plan as a prerequisite for farm loan consideration.

To assist farmers develop well written and carefully constructed Management Plans, the UR-Extension is holding a series of workshops on developing Management Plans, beginning November 2.

The sessions will be held in the Community Room of the Farmers National Bank in Matthews, Wednesdays from 6 p.m. to 8 p.m. for five weeks. There is a $15 registration fee. For more information call UR-Extension agent Tony Oleson at 976-7300.

Poultry consumption tops beef

Pork producers in the state and Adams County have little to fear, but beef producers nationwide had better watch out. Poultry consumption, which gained enough popularity to surpass pork some years ago, is now on its way to out-selling beef. U.S. Department of Agriculture forecasters believe that per capita consumption of poultry will push ahead of beef for the first time by the year's end.

Poultry consumption — mostly broilers and turkeys — is expected to average 78.2 pounds this year, compared with 75.9 pounds for beef and 58.6 pounds for pork.

Extension economist Ann Patterson said that Adams County has never been a high beef consumption county and that poultry ranks third in the county. Statewide, pork is the No. 2 consumed meat in the state.

Patterson said to keep in mind that nationwide pork consumption is also on the increase. "Americans are looking for leaner cuts of meat. They are far more health conscious today than ever before," Patterson said.

USDA forecasters are projecting that poultry consumption will increase to 82.8 pounds per capita next year, while pork will increase to 63.4 pounds and beef will drop to 72.8 pounds per capita.

The downtrend in beef consumption is contributed to years of ups and downs in the cattle production cycle, a growing concern about diet and competition from the poultry and pork industries.

Extension "needs survey" meetings are completed

Ann Patterson, Adams County Extension Chairperson, announced that the fifth and final community meeting of the Extension's community analysis survey has been completed.

"Right now nothing firm can be said of the data. We must still collate the information. I can tell you that a number of concerns have surfaced, including — and definitely not limited to — groundwater problems, the agricultural economy, taxes, stress. There are more concerns, and it is too early to tell which one or ones are at the top of the list," Patterson said.

Patterson said she and her staff should have some figures available in about two weeks.

Twenty-six Gold Hill residents attended the final meeting, held Monday and Tuesday in the Gold Hill Community Center. In all, 220 Adams County residents attended the meetings, which Patterson says will assist the county extension staff identify "needs" within the county by identifying current community concerns.

"Eventually high priority needs of people will be determinants of the Extension Education program for Adams County residents," Patterson said.

News

The Equipals 4-H Horse and Pony Club would like to thank the Steven Paulson family for hosting our monthly meeting at their home in Fitchburg.

The business meeting was conducted from 4:00 p.m. to 4:20 p.m., after which we reviewed an excellent movie on equitation and pleasure riding. Everyone enjoyed the film and learned a lot. When the movie was finished we were treated to delicious refreshments.

Thanks again to the Paulsons for a fun and informational meeting.

The Equipals 4-H Horse and Pony Club had their first "ring meet" on July 15 at the Fitchburg Ring in the village park.

We'd like to thank the Art Thurston family for arranging our meeting place, providing refreshments and inviting Mrs. Sue Gergins to be our instructor for the evening.

The Equipals would also like to thank Mrs. Gergins for helping our members to improve their riding and showing skills. We all need a "tune-up" before showing.

The next meeting will be on the third Friday of this month and will be hosted by the John Forman family. 'Til then — have fun and ride safely.

Remember to "win with a grin and lose with a smile!"

See you at the next show.

Ruth Cobb
Leader

farm family named outstanding by state FFA

The Dan and Mark Johnson farm families were honored last week in Metropolis as Adams County's Outstanding Farm Family. The award, given each year by the state FFA, is based on improved farming practices, quality products produced, promotion of agriculture and involvement in school and community affairs.

The Johnsons operate a 1500-acre farm between Fitchburg and Matthews with 600 acres devoted to producing hybrid seed corn. The remaining acreage is devoted to the production of pine timber.

The Fitchburg FFA has been assembling a set of slides that will be used to demonstrate the Johnson family's farming practices. The slide show will be held next Monday evening in the basement of the Fitchburg Community Building at 7 p.m.

EMTs can learn about silo gas

Because silo gas is extremely dangerous and the number of farmers being overcome by it while in the silo is rising, the Matthews Ambulance Service and the Adams County Technical Institute are sponsoring an agricultural hazards and rescue seminar Saturday at the Larry and Jeannie Nichols farm in Clearwater.

Brian White, of the ambulance service, said the training is needed by emergency medical technicians because of incidents involving farmers being overcome by silo gas.

The workshop is designed to familiarize the rescuer with various farm equipment and structures and general operating principles including emergency shutdown procedures.

For the silo exercise, a dummy will be placed in the enclosure and the EMTs will need to reach the top of the silo by using ropes. Then they must safely secure the dummy in a rope harness and carefully lower it from the silo. The rescuer must then lower himself/herself to the ground.

Two receive state FFA degrees

Matthews FFA members Carl Thomas (right) and Tom Nelson (left) recently received the State Farmer Degree at the state FFA convention in Metropolis. The State Farmer Degree is the highest degree that can be bestowed upon a member. Only 2 percent of FFA members ever receive this coveted award. Carl's vocational agriculture program has included raising beef and horses. Tom's has included raising hogs and managing a woodlot.

by UR-Extension Agriculture Agent Tony Oleson

Fall plowing increases spring erosion

With this year's near-perfect weather many of you are ahead on your harvesting and looking at the possibility of getting some fall plowing done. It's a great feeling to be ahead, especially after the past few years when wet weather made harvesting difficult, but let me give you a few words of caution.

The worst erosion in our area usually occurs during the spring snow melt and when we get short, intense early spring storms. This is further increased with fall plowing because fields don't have the residue cover to absorb the impact and to slow the runoff.

Most farmers are the best judges of their own fields, but keep in mind that some of our worst erosion problems are virtually invisible — without gullies or even little rills — and it is unlikely you will notice the spring damage when you look over your plowed field.

Now don't get me wrong. I'm not saying you should hold off until spring to plow. I'm as eager as the next guy to make life easier on myself come spring. I'm just asking you to take a little time to decide which fields can be plowed safely and which should be left for spring.

If you have a Conservation Plan on your land, you are well aware of which fields you can plow this fall. If you don't, or have forgotten, a general rule is: "The more slope on your field the more danger there is of spring erosion." If you really feel you need to plow this fall, you might consider plowing just the flattest portions and saving the slopes for spring.

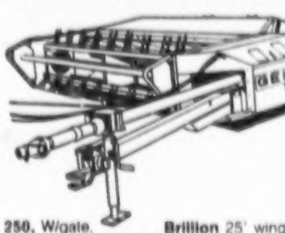
In making a decision to plow or not, another factor to consider is the soil type. Silty soil is more erodible than a sand. Sandier soils, however, are subject to blowing, especially if our snow cover turns out to be scant like it was last year.

As you look forward to getting a jump on the spring workload, give some thought to the future health and productivity of your land as well. Plow with conservation in mind. Call my office if you have any questions about fall plowing or if you want to develop a Conservation Plan for your fields, 976-7300.

PRACTICE CONSERVATION

COME SEE US AND SAVE

NEVIN IMPLEMENT
380 W. MAIN ST. MATTHEWS
CALL 262-9910 OR 976-0020



Knight 250, W/gate, Starting at $995

New Holland 679, W/gate Only $2,495

New Holland 513, W/gate Come an' see $995

Gleaner M Hydro, dsl 1600 hrs. very clean, good tires, w/438 corn head, A-1 shape. Gone Thru shop .. $17,995

Gleaner "E" w/2 row & 13' table, very clean unit Field ready $2,995

Melroe G30 Skid Loader, gas 1800 hours Very clean unit $7,195

MF 165 Utility Tractor, Dsl., w/F, all reconditioned A-1 shape .. Call for low $$

Case 1070, cab, heat, 100 hp., super clean tractor .... low, low $$!

Brillion 25' wing mulcher field ready $7,895

Brady 1680 Stalk Chopper Perfect shape $2,375

Brady 630 Stalk Chopper windrow Field ready .... Call in $$

MF 1155, cab/heat/air, very clean tractor. Went thru shop Field ready .. call for low $$

MF 1085, cab, heat, 85 hp., very clean tractor. Ideal for winter chore tractor $7,995

Gehl 120, mix-all w/scale, reconditioned A-1 shape $2,795

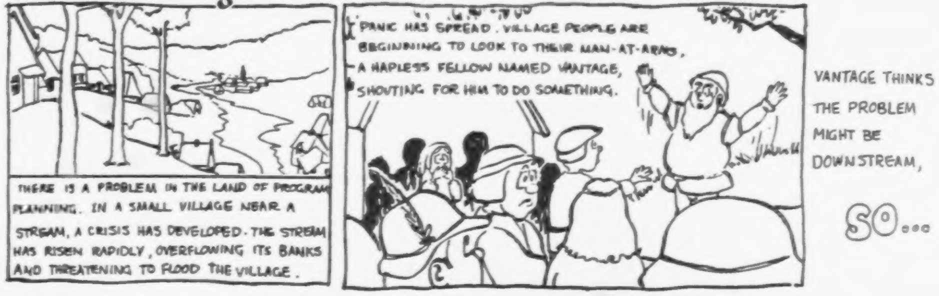
New Holland 38 Flail Chopper Like new $3,195

Gehl 72B Green Chopper Starting at $1,395

GEHL

QUALITY FARM EQUIPMENT
SINCE 1918

Sir Vantage


THERE IS A PROBLEM IN THE LAND OF PROGRAM PLANNING. IN A SMALL VILLAGE NEAR A STREAM, A CRISIS HAS DEVELOPED. THE STREAM HAS RISEN RAPIDLY, OVERFLOWING ITS BANKS AND THREATENING TO FLOOD THE VILLAGE.
PANIC HAS SPREAD. VILLAGE PEOPLE ARE BEGINNING TO LOOK TO THEIR MAN-AT-ARMS, A HAPLESS FELLOW NAMED VANTAGE, SHOUTING FOR HIM TO DO SOMETHING.
VANTAGE THINKS THE PROBLEM MIGHT BE DOWNSTREAM,
SO...

Obituaries

Robert Houghton

Robert Houghton, age 8, of Clearwater died Sunday at his home as a result of injuries recieved in a farm accident.

He was born on May 17, 1981 in Mason. He had been very active in cub scouts and in the Dew Drops soccer league and enjoyed fishing. He was a member of Holy Mother Catholic Church in Clearwater.

He is survived by his parents Mike and Susan Houghton and two brothers Brian and William; his maternal grandparents Marsha and Donald Worthy of Clearwater; his paternal grandparents John and Elizabeth Houghton of Clearwater and numerous aunts and uncles.

Funeral services were held at the Holy Mother Catholic Church at 2 p.m. Tuesday. Father Iben Haas officiated. Friends called from 6 p.m. to 9 p.m. on Monday at the Gold Hill Funeral Home. In lieu of flowers, memorials are requested to the family.

Clarence Arnold

Clarence Arnold, age 52, died suddenly Monday. He was born April 12, 1937, the son of Hemmie and Stella Arnold. He was married to Bernice Rhodes (Fitchburg) in 1961 and has operated his father's farm since 1968, when his father retired. Clarence was a member of the Fitchburg Lions and of the Fitchburg Masonic Lodge. He was a member of Mt. Zion Lutheran Church.

Surviving are his former wife and three sons, James (Susan) of Metropolis, Randy (Helen) of San Francisco and Ralph of Milwaukee; two grandchildren, Marcie and Rick; two sisters, Grace and Teresa. He was preceded in death by his parents.

Funeral services will be held Friday at the Mt. Zion Lutheran Church at 2 p.m. A reception will be held following the services in the church basement.

Tammy Zaker

Tammy Zaker of Matthews died of cancer Saturday.

She was born September 27, 1927 in Mason to Raymond and Nina Morton. Tammy worked for the Mason Chemical Company, joining the company in 1957. She was a member of the Matthews Bible Church, Benjamin Pierce American Legion Chapter and she was a volunteer at the Mason Memorial Hospital.

She is survived by her husband David; a daughter and a son-in-law, Kristin and John, of Mason; two sisters, Ann Portland of Gold Hill, and Pamela Jones of Atlanta; and several nieces and nephews.

Funeral services were held in the Peaceful Retreat Funeral Home, 228 Simmons Road, Matthews on Wednesday with Reverend Grace Pulvermaucher officiating. Entombment was in Forest Memorial Park.

In Service

Sgt. Frank Burnam was among recent graduates of the U.S. Air Force's noncommissioned officer leadership school.

The school teaches techniques of leadership, management and supervision.

Arrivals

Murray and Mindy Malcomb, 278 Birch St., Fitchburg, welcomed their son Melvin Ray on October 9 at Mason Memorial Hospital. Melvin timed his appearance at 7:45 p.m., and weighed in at 7 lbs. 4 oz. Melvin will be receiving lots of TLC from his four sisters, 11-year-old Mary, 8-year-old Martha, 5 year-old Marlene and 2 year-old Mandy.

Maternal grandparents are Mr. and Mrs. John Frank of Matthews. Paternal grandparents are Mr. and Mrs. Melvin Malcomb of Fitchburg.

Ann Cassy Tormala made her debut on October 12 at the Mason Memorial Hospital. She is the third child of Andrew and Nina Tormala and arrived at 5:44 a.m. She weighed 8 lbs. 4 oz. and was 22 inches in length. Welcoming their sister to her new home in rural Matthews is 7-year-old Toivo and 4-year old Eleanor.

Maternal grandparents are Issac and Elsie Kalliomaki of Trenary, Michigan. Paternal grandparents are Arvid and Rose Tormala of Stoney Creek.

Gordon and Mary Prout, Gold Hill, happily announce the arrival of their son John Prout, who weighed 7 lbs. 8 oz. and was 21 inches tall at birth. He was born at Mason Memorial Hospital at 10:12 p.m. John has one big brother, Mike, who was delighted to meet his new baby brother.

The maternal grandparents are Betty and Edward Davis of Gold Hill and the paternal grandparents are Andy and Margaret Prout of Zapata, Texas.

School menu

Monday
Swiss steak with gravy, mashed potatoes, mixed vegetables, wheat bread, baked apple.
Tuesday
Ring bologna, German potato salad, cole slaw, pumpernickel bread, peach crisp.
Wednesday
Roast turkey breast, gravy, yams, broccoli, Vienna bread, mandarin oranges with bananas.
Thursday
Pork chop with gravy, herbed rice pilaf, rosy applesauce, glazed beets, dinner roll, chocolate chip cookie.
Friday
Hamburger steak, mashed potatoes, cooked cabbage wedge, rye bread, vanilla pudding with strawberry sauce.

Optimist Youth of the Month

Heidi Kirschbaum, daughter of Lavern and Betty Kirschbaum, of 1289 Clay Road, is October's deserving Optimist Youth of the Month.

Throughout her four years at Robert Keyes High School, Heidi has been active in numerous activities both in and out of school which reflects her versatile talents. She was named to Girl's State her junior year and was elected to the National Honor Society in her sophomore year. She holds one of the top G.P.A.s of her class and is currently vying for valedictorian.

Heidi is also involved in AFS, band, orchestra and German Club, through which she had the opportunity to travel to Germany last spring.

She has an athletic side as well and participates in sports all three school seasons — volleyball in the fall, basketball in the winter and track during the spring.

When not involved in school activities, Heidi participates in a local 4-H group, her church youth group, and she sings in her church choir. Pastimes such as skiing, backpacking and camping also keep her busy throughout the year.

Heidi has not chosen a particular university at this point, but her interest in science and math have prompted her to seek a career in a related field.

Heidi is an outgoing, optimistic energetic young lady who will definitely be missed. We congratulate her and wish her success and happiness now and in the future.

Shorts. . . .

A decision by OPEC to force up the world price of oil by reducing production may change next year's economic projections say Agriculture Department economists. Analysts say the plan — which is to cut production by 7.6 percent — could eliminate the current oil glut in six months.

USDA economic researcher Gary Lucier says the decline of oil prices in recent years has been a major factor in farm production costs.

The net income for U.S. farm cooperatives fell 9.8 percent last year and the volume of business fell 11 percent according to a USDA survey.

Profit after expenses dropped from $776 million last year to $770 million this year. The net worth of farm cooperatives dropped from $12.1 billion to $11.9 billion.

Argentina is exporting more beef than it did a year ago according to the Argentine National Meat Board. During the first 8 months of this year the country exported 202,700 metric tons of cooked and fresh beef which is up 50,000 metric tons from last year.

The United States accounted for the largest share of Argentina's beef exports with 77,200 metric tons.

A new study shows that human tumor cells display greater enzyme ctivity when exposed to electricity, which researchers say bolsters a theory linking power lines to a higher risk of cancer.

Several studies at the University of North Carolina have found higher rates of leukemia, brain tumors and miscarriages among people who live near high voltage transmission lines or low voltage distribution lines.

According to a USDA scientists, at least 20 percent of American hog farmers' boars do not perform adequately sexually. The boars' impotence cost the hog industry more than $50 million annually.

USDA experts say that an increase in the production of ethanol will help the rural farm economy and reduce federal farm subsidies. This year approximately 310 million tons of corn will be used to produce alcohol, but an additional 7,753 jobs would be created if this production is doubled.

Martin and Lorretta Jones celebrate 25th anniversary

Martin and Lorretta Jones of Oak City will celebrate their 25th wedding anniversary this Saturday. All of their friends are invited to come and celebrate at their home, 28 Champion St.

Dinner is at 6 p.m. and everyone is asked to bring a dish. The Bob Herman Trio will entertain with "good ol" favorites" starting at 8 p.m.

Martin Jones and Lorretta Wisk were married in the St. Roes Church in Fitchburg. Their children are Jim, of Mason, Jill (Morris) of Metropolis, and Melody, of Chicago.

DRUNK DRIVERS PAY!
sometimes with their lives!

your
food stamp
buy more
here

U.S.
R
Pot
7

California Choice No
Navel Ora
U.S. No. 1 Washingt
D'Anjou
Smucker's
Strawbe
Lipton Asst. Varieti
Noodles
3 Regular Grinds
Folgers C
2 Grinds Coffee
Folgers D
Vanity Fair
Dinner N
Schoep's Asst. Flav
Ice Crear
Citrus Hill Select
Orange J
3 Fancy Varieties F
Vegetabl
Swanson Frozen Plu
Fried Chi

BA
SPE

PETITE
Cinnamon
ROLLS

Butter & Egg
Dinner F

Wally's Warehouse Foods

open
24hrs.

We guarantee to save you money. Our warehouse purchasing power skips the middleman and cuts your food costs. Come today and save

Mason Shopping Center, Mason

Visconsin

set
toes
)c
10-LB.
BAG

. . 10 FOR		$1.89
. . . .		39¢ lb.
n	32-OZ. JAR	$1.99
ıce	4½-OZ. PKG.	79¢
. . . .	3-LB. CAN	$6.39
. . . .	39-OZ. CAN	$7.79
;	40-CT. PKG.	85¢
. . . . . .	HALF GALLON	$2.19
. . . .	16-OZ. CAN	$1.19
. . . .	16-OZ. BAG	79¢
. . . .	2-LB. BOX	$2.49

RY
S

99¢

$1.19

Farmland "Jefferson County"	Half Hams		$3.89 lb.
Farmland	Canned Hams	5-LB. TIN	$9.99

U.S.D.A. Choice Boneless Beef
Bottom Round Roast .... $1.79 lb.

U.S.D.A. Choice Beef Standing	Rib Roast		$3.79 lb.
U.S.D.A. Choice Boneless Beef	Top Round Roast		$1.99 lb.

U.S.D.A. Choice Boneless Beef
Sirloin Steak .... $2.19 lb.

Peeled & Deveined	Medium Shrimp	1½-LB. BAG	$7.99
Johnsonville Reg., Garlic, Beef	Summer Sausage	12-OZ. PKG.	$2.19
Whole or Halves	Claussen Pickles	QT. JAR	$1.79
Farmland Reg. or Thick	Sliced Bacon	1-LB. PKG.	$1.39
Ocean Spray Whole or Jellied	Cranberries	16-OZ. CAN	69¢
Del Monte 4 Varieties	Cocktail Fruits	16 & 17-OZ. CANS	79¢
Gold Medal 3 Varieties	White Flour	5-LB. BAG	89¢
Corn, Rice, Wheat, Bran	Ralston Chex	12 & 16-OZ. PKGS.	$1.69
3 Varieties Dry Roasted & Cocktail	Planters Peanuts	16-OZ. SIZES	$1.99
Speas	Apple Juice	64-OZ. BTL.	$1.49
Dole 100% Pure Unsweetened	Pineapple Juice	46-OZ. CAN	$1.19

Vodka	1.75 Liter	**$8.99**
Rum	750 ml.	**$5.49**
CARLO ROSSI **Wines**		**$4.99**

Swift "Plump & Tender"	Turkey Breast		$1.29 lb.
Oscar Mayer Sliced	Cooked Ham	6-OZ. PKG.	$1.69
Farmland "Jefferson County" Reg. or Hot	Country Sausage	1-LB. PKG.	$1.89
U.S.D.A. Choice Boneless Beef	Rump Roast		$1.99 lb.
U.S.D.A. Choice Boneless Beef	Sirloin Tip Roast		$1.99 lb.

Deli SPECIALS

Store Sliced
Cooked Ham
$1.99 lb.

Johnsonville 3 Varieties Sliced	Summer Sausage	$3.29 lb.
Wisconsin	Swiss Loaf	$2.59 lb.
Mrs. Gerry's Fresh	Potato Salad	99¢ lb.

Grade "AA" Quartered
Butter
1-LB. PKG. **$1.59**

Kraft Philadelphia	Cream Cheese	8-OZ. PKG.	89¢
Asst. Flavors	Dean's Dips	2 8-OZ. CTNS.	89¢
Quartered Margarine	Blue Bonnet	3 1-LB. PKGS.	$1
Pillsbury	Crescent Rolls	8-OZ. TUBE	$1.09

Citrus Hill Select Fresh

Churches

FITCHBURG

SHILO PRESBYTERIAN CHURCH
Brannen Road
Pastor Michael Frank
Sunday Worship at 9:30 and 11 a.m. Sunday School 9:15 a.m.

ST. ROES CATHOLIC CHURCH
Church Road
Father Myron Little
Saturday, 6 p.m. evening Liturgy
Sunday, 8, 9:30, 11 a.m. Holy Liturgy
Wednesday, 7 a.m. morning Liturgy

MT. ZION LUTHERAN CHURCH
Lakeview Road
Pastor Jon and JoAnn Morgan
Sunday Worship at 9, 11 a.m.
Sunday School 10 a.m.

CLEARWATER

FIRST PRESBYTERIAN CHURCH
Main Street
Pastor Francis Grace
Guest Speaker Tom French, visiting from South Africa
Sunday Worship at 10 a.m.
Sunday School at 9:30 a.m.

UNITED LUTHERAN CHURCH
Zarters Way
Pastor Herman Love
Sunday Worship at 9:30, 11 a.m.
Sunday School 9 a.m.

HOLY MOTHER CATHOLIC CHURCH
Church Street
Father Iben Haas
Saturday 4 p.m. evening Liturgy
Sunday 8, 11 a.m. Holy Liturgy
Monday 7:30 a.m. morning Liturgy

GOLD HILL

GOOD NEWS CHRISTIAN CENTER
Martinson and Abrahms Roads
Pastor Edward Wopat
"Behold: A new thing."
A new congregation forming in Gold Hill. A new place to worship. A new occasion to engage your spiritual creativity and satisfy your spiritual faith. Give us a try.
Sunday Worship is at 10:45

ASPEN GROVE BAPTIST CHURCH
Woody Lane
Pastors Ezra Halstead and Amy Winchel
Sunday Worship at 8, 10:30 a.m.
Sunday School 10 a.m.

PINEY GROVE METHODIST CHURCH
Gramosa Road
Pastor Judy Givemore
Sunday Worship at 9, 11 a.m.
Sunday School 10 a.m.
Nursery for tots

MATTHEWS

SPRING HILL LUTHERAN CHURCH
Spring Hill Road
Pastor Gilben Best
Sunday Worship at 8:30 10 a.m.
Sunday School 9 a.m.
Nursery is available

ST. MARY'S CATHOLIC CHURCH
Fred Road
Father Earnst Mann
Saturday 8 p.m. evening Liturgy
Sunday 10, 11:30 a.m. Holy Liturgy
Weekdays 8 a.m., Morning Mass

MATTHEWS BIBLE CHURCH
One Main Street
Pastor Grace Pulvermacher
Join us in our temporary location in the Matthews Community Building
Sunday Worship at 9 a.m.
Children welcome

OAK CITY

MT. ZION UNITARIAN UNIVERSALIST SOCIETY
Hillview Road
Pastor Waylon Boone
Sunday Worship at 10 a.m. features a panel of international students from 3rd World countries.
Nursery is available

AENON FREE BAPTIST CHURCH
Aenon Church Road
Pastor Sam Davey
Sunday Worship at 9 and 11 a.m.
Nursery for tots

PLEASANT HOPE LUTHERAN CHURCH
Milton Way
Pastor Milindra Wren
Sunday Worship at 9 and 11 a.m.
Sunday School 10 a.m.

STONEY CREEK

FRANK PRICE BIBLE CHURCH
Badger Road
Pastor Frank Price
Sunday Bible studies at 8:45 a.m.
Sunday Worship at 10:30 a.m.

GRACE LUTHERAN CHURCH
Center Street
Pastor Woody Willow
Sunday, Worship at 9, 11 a.m.
Sunday School 10 a.m.
Nursery is available

GOOD SHEPHERD METHODIST CHURCH
Stage Coach Lane
Pastor Frank Best
Sunday worship is at 8 and 10 a.m.

SCHOOL'S IN...

drive carefully especially now

ADAMS COUNTY CONSOLIDATED SCHOOL DISTRICT

Policy Statement for Free and Reduced Price Meals

The Adams County Consolidated School District today announced its policy for children unable to pay the full price of meals served under the National School Lunch Program or the milk for half-day kindergarten children served under the Special Milk Program. Each school office has a copy of the policy, which may be reviewed by any interested party.

The following household size and income criteria will be used to determine eligibility. Children from families whose annual income is at or below the levels shown may be eligible for free and reduced price meals, or free milk if a kindergarten student does not have access to the school lunch service.

FAMILY SIZE INCOME SCALE

For Determining Eligibility for Free and Reduced Price Meals

Family Size	Annual income for free meals or milk	Annual income for reduced price meals
1	$7,150	$ 7,151 and 10,175
2	9,820	9,821 and 13,880
3	12,090	12,091 and 17,205
4	14,560	14,561 and 20,720
5	17,030	17,031 and 24,235
6	19,500	19,501 and 27,750
7	21,970	21,971 and 31,265
8	24,440	24,441 and 34,780
For each additional family member add	plus 2,470	plus 2,470 and plus 3,515

Application forms are being sent to all homes with a notice to parents or guardians. To apply for free or reduced price meals, households must fill out the application and return it to the school office.

To obtain free or reduced price meals or free milk for children whose households receive Food Stamps or Aid to Families with Dependent Children (AFDC), an adult household member needs only to list the names of the school children, give Food Stamp or AFDC case number, print and sign his/her name and return the application to the school office. Households must inform the school authorities when they no longer receive Food Stamps or AFDC.

Debbie Arrington of the Adams County Health Office will review applications and determine eligibility. If a parent or guardian is dissatisfied with the ruling of the official, he/she may discuss the ruling on an informal basis by calling the local school office. A formal request or appeal may be made in writing, or orally by making the request to the school's principal.

If a household member becomes unemployed or if the household size changes, the family should contact the school. Households are required to report increases in household income of over $50 per month or $600 per year and changes in the household size.

If any member of a household believes they have been discriminated against because of race, color, sex, national origin, age or handicap, they should write immediately to the Secretary of Agriculture, Washington D.C. 20250.

Roseman and Sweeny exchange wedding vows

Mt. Zion Lutheran Church, Fitchburg, was the setting for the October 10 wedding uniting Aili Roseman, daughter of John and Mindy Roseman, Fitchburg and Robert Sweeny of rural Matthews. He is the son of Paul and Anne Sweeny of Matthews.

Special music for the 1:30 ceremony, which was officiated by Reverend Jon Morgan, was provided by organist Marlene Burgess and vocalist Carrie Weiman.

White bows decorated the pews and a unity candle made of peach roses, white carnations and white daisies adorned the alter.

Both sets of parents were present to watch their daughter and son be joined in marriage. The bride wore a satin floorlength wedding gown with a lace covering featuring a sleeveless lace bodice. She wore a wreath of peach roses and baby's breath in her hair with an attached netted veil, and carried a bouquet of sonia roses and baby's breath.

The maid of honor was the bride's sister, Carol Roseman. Bridesmaids were Jennifer Salo, Chassell, Michigan, Linda Pintar, Campus, Indiana, both friends of the bride. Junior bridesmaid was Sally Maxwell of Fitchburg, a friend of the bride. They wore peach colored floor-length gowns. In their pinned-up hair they wore a daisy, and mini carnation wrapped with peach ribbons and carried bouquets of white carnations, daisies and baby's breath accented with greens.

Pamela and Andrew Sparkman of Mason, neice and nephew of the groom were flower girl and ringbearer.

The groom's brother, Randy Sweeny, Metropolis, was the best man.

Kevin Baker, Fitchburg, and Brian Koski, Matthews, both friends of the groom were groomsmen. The brides brothers, Pat and Bruce of Mason, performed the ushering.

A reception at the VFW Hall in Fitchburg included dinner and music.

Burgess–Stevens engaged

Margaret B. Burgess and Richard P. Stevens announce their engagement and forthcoming marriage, November 29 at the Piney Grove Church, Gold Hill.

Ms. Burgess is the daughter of Jack and Pauline Burgess, 233 Grand Ave., Gold Hill. He is the son of John and Emily Stevens of Ames, Iowa.

Margaret is a graduate of the State University with a B. S. degree in soil science. She is a conservationist with the Adams County Soil and Water Conservation District. Richard teaches mechanical engineering at Adams County Technical Institute.

Choose your hair style
as carefully
as you choose your gown...
Glorious Salons
567-2221

During the past weeks, several communities have welcomed new families to the area:

Dave and Sherri Strep, formerly of Austin, Texas are now residing at 44 E. Whitewash Ln., Stoney Creek. Mr. Strep is a salesperson for Northrup Seeds.

The new home at the end of Park Street in Gold Hill is the new residence of Paul and Ruth Wilson and their 6-year-old daughter, Meagan. They formerly lived in Metropolis. Paul is a computer salesperson and Ruth is a waitress at the Eagle's Nest Lounge in Gold Hill.

Settling in at 281 W. Perry St., Gold Hill, is the Daryl Bristol family. He and his wife, Millie, and their two children, 15-year-old Chad and 12-year-old Jessica moved here from Cardinal. Daryl is a teacher for the Adams County Consolidated School District. He was formerly a teacher in the Cardinal School System.

Moving to Fitchburg from Smithfield is Steven and Kathy Piggel and their two children, 7-year-old Kim and 5-year-old Sarah. Their residence is 130 E. Washington Ave. Mr. Piggel is the assistant manager for the Discount-Mart department store of Mason. Mrs. Piggel is a secretary at Wilson Insurance in Mason.

The new home of Roland and Lynn Murnan and their one-week-old son, Raymond, is 29 E. Burdock St., Matthews. Roland is employed by the Readiness Electric Co., of Mason. Roland and Lynn formerly lived in rural Matthews.

Former Detroit, Michigan residents Steve and Betty Andrews now reside at 210 River Road, Clearwater. Steve is an automatic transmission mechanic for Grant's Chevrolet Garage in Clearwater. He was formerly with General Motors Hydro-matic plant in Romulus,Michigan.

Returning to Fitchburg to retire, after living 35 years in Buffalo, New York, is Ethel Berman. Ethel now resides at 87 N. Jackson St. She was a registered nurse in a Buffalo hospital.

That huge home on Dearson's Hill in Gold Hill is now home for Don and Daisy Dabble and their three children, 7-year-old Hubert, 5-year-old Dewey and 4-year-old Louis. Don is vice president at the 2nd National Bank of Mason. The family is formerly from Metropolis.

Food testing

Two California grocery chains are stirring up the food industry by testing fresh vegetables and fruits for pesticide residue and posting the results for their customers. Store officials say customers have been very enthusiastic to the produce screening and predict that other retailers will soon follow.

Healthy fastfood?

The Center for Science in the Public Interest recommends that the nation's fast-food outlets offer more healthful products. Among the suggestions have been to: offer more fresh fruits and vegetables, lower the salt content, offer both baked or broiled fish or chicken and to use unsaturated vegetable oil to fry food.

Matthews — Stoney Creek Food Pantry

. . . . . will be held in conjunction with the Government Surplus Food giveaway next week Thursday in the Matthews Public Works Building on Park Street between the hours of 10 a.m. and 1 p.m. and 6 p.m. to 8 p.m.

ECUMENICAL COMMITTEE

75 years ago

GOLD HILL — Dr. Hilmer's faithful old grey horse that has done him fine service for a number of years in getting the doctor to the bedside of the afflicted was taken with lockjaw at the beginning of the week and had to be killed. Dr. Hilmer is seriously considering purchasing a motorcar to replace the steed.

CLEARWATER — The basement of the United Lutheran Church is being finished off and furnished and will be used for sociables and afternoon lunches by society.

CLEARWATER — Mr. J. B. Erlin has sold his interest in the Clearwater Bottling Works to Frank Boline of Mason. It is Boline's intention to add a candy factory to the business, being that he is an expert in the production of sweet treats.

FITCHBURG — Ben Nelson returned Tuesday from State University with his "buckskin" and is now a full-fledged veterinarian.

MASON — Masdn has a new service with which to help farmers and other persons living in rural areas called the University Extension Service. According to extension agent John Bidwell, the service is to help people in rural areas benefit from research at State University. Bidwell will be contacting farmers in Adams County to explain the services he provides.

MASON — Halsten Fysthro was hired as the first county agricultural agent under the new Smith — Lever Act. He has two years of agricultural training at State University and four years of working at the Eplegarden before taking the new position.

50 years ago

MATTHEWS — State University's experimental farm, just east of Matthews on Highway 301, is having an open house this week. University scientists hope area farmers will come and view projects set up to control soil loss. Several methods of reducing soil loss are being demonstrated on the farm's fields. Scientists will be on hand to give tours and answer questions. There is no charge and visitors are welcome to bring a picnic lunch.

FITCHBURG — Angered at the low prices of wheat and hogs again this year, several area farmers have put "for sale" signs on their homes, hoping to sell out of farming.

CLEARWATER — No action will be taken against the Miller Brothers for using explosives to break up the old machinery at the new Clearwater Castings Company. As a result of one blast Saturday afternoon a large piece of metal was hurled through the rear door of Neil Balister's tailor shop, narrowly missing Mrs. Jacob Wollin. Another piece landed near Grant's Chevrolet garage.

OAK CITY — Civilian Conservation Corps men have completed planting more than 2,000 acres of pine seedlings near Town Creek Corners.

MASON — Corn growers received assurance that millions of government dollars will be used to guarantee a return of 50 cents a bushel from this year's price-depressing crop. The government will use the money to underwrite loans on about 170 million bushels. The loans will be made at the rate of 50 cents on corn testing 14.5 percent moisture or less. Some area farmers recently received prices as low as 35 cents to 40 cents per bushel for their crop.

25 years ago

OAK CITY — Area shopkeepers are asked to be aware of a new craze that area children are taking up. A growing tendency in Oak City, among children 10 years and up, is to see what they can "swipe" from stores without being detected.

STONEY CREEK — Pouring of the entire foundation for the new elementary school building has just been completed and it is expected that work will progress rapidly from now on through the winter. The new school will be ready for occupancy next fall.

MATTHEWS — More than 3,000 people attended the open house at the new Matthews Branch of the First National Bank Saturday afternoon and evening.

MATTHEWS — Farmers angered at the low price they are receiving for milk, today made true their promise to dump milk. In Mason angry farmers waited outside the Mason Dairy to heckel and protest truckers bringing milk to the dairy.

OAK CITY — An addition to more than double the size of Paoli's Market will begin this fall. Paoli's Market will be the first supermarket in Oak City.

15 years ago

MASON — County-wide, rural land values have increased more than 50 percent in the past year as land speculators seek to find available properties in rural areas for people fleeing city life.

STONEY CREEK — Mark O'Henry of O'Henry Farms was named top pork producer of the state last week at the State Pork Producers convention held here.

MATTHEWS — Dentist Mark Harris announces that he is joining the dental office of Raymond Navarro on Second Street.

MASON — The Farmers and Merchants Bank of Mason announces it is opening a new office in Oak City to service its clients in rural Adams County. Bank president Mark Humbolt will hold a ribbon cutting ceremony Monday at 10:30 a.m.

MASON — About $1.2 billion in payments to wheat farmers will be in the mail during the next few weeks. This is the first year of such payments in any magnitude since the target price system became law. The payments make up the difference in farmers' incomes when the average wheat price falls below the target price set by law. Heavy surpluses of grain from three bumper crops pushed prices far below the target of $2.47 a bushel.

5 years ago

FITCHBURG — Well water testing on farms near the Gone Forever Landfill have found levels of PCBs and volatile organic compounds in the water that exceed the federal and state recommended maximum levels. Hogs at the Brecken Farm are being tested to see if they contain PCB residues, which remains in the fat of animals. The Adams County Health Department recommends that residents within one-half mile of the recently closed landfill not drink well water and instead drink bottled water.

MASON — The state employment agency announced today that unemployment has hit a record high in Adams County, surpassing the unemployed rates of the 1930s.

MATTHEWS — The past two weeks' intensive rain has made harvesting impossible. One Aycock Crossing farmer said, "It's got to break soon, but even then it'll take at least one week of sunny weather for me to get my equipment in the fields. All I can do now is hope we don't start getting mold."

Over 6 inches of rain fell in the past week. Over the preceding two weeks, 4.3 inches had fallen.

BOARD MEETING HELD ON SEPT 28

The regular meeting of the Adams County School Board was called to order at 8 p.m. in Conference Room B of the District Administrative Office Building, 214 Dayton Dr., Mason.

All of the members were present. The treasurers report was read and approved.

Item 1. Assistant Superintendent Rolly Oswan reported on the evaluation of the District's new computer lab.

Item 2. The policy on a district wide ban on smoking was discussed. The motion was made by Mr. Toodle and seconded by Mrs. White that it be the responsibility of the administration to form a committee to bring a recommendation to the Board in six weeks. The motion carried.

Item 3.Exterior repairs to the Stoney Creek Elementary School, dealing with boiler room/coal room and the conversion from oil to gas were discussed. The administration was asked to estimate costs on the various phases and report to the board in two weeks.

Item 4. The resignation of Burlyn Nelson, Keyes High School athletic director was accepted.

Item 5. Appointed Jean Hayes as 7th grade English teacher, Bill Rogers as 6th grade math teacher, Connie Bolton as social sciences teacher.

Mrs. Darling motioned and Mr. Wentzel seconded to adjourn the meeting at 9:35 p.m. The motion carried.

Respectfully submitted by
George Hayes, Clerk.

NOTICE OF FILING OF AN APPLICATION TO MERGE OR CONSOLIDATE

Notice is hereby given that application has been made to the Comptroller of the Currency for approval of a merger of the Bank of Stoney Creek, Stoney Creek with the First National Bank of Mason.
The application was filed September 24.
This notice is published pursuant to 12 USC 1828(c) and 12 CFR 5. Any person desiring to comment on the merger/consolidation application may do so by submitting written comments to:
Comptroller of Currency, 440 LaSalle Street, Metropolis, within 30 days of publication of this notice.

NOTICE OF SHERIFF SALE

Case No. 88-vb-9991
FIRST FEDERAL BANK, INC., Plaintiff vs.
GEORGE COMBO, Defendant

PLEASE TAKE NOTICE that by virtue of a judgement of Foreclosure entered in the above entitled action on the 14th day of September, the undersigned Sheriff of Adams County will sell at public auction at Room 100 of the Adams County Courthouse in Mason, at 10:45 a.m. on March 22, the real estate and mortgaged premises directed by said Judgement to be sold therein, described as follows: N½ of the NE¼ of section 9 of Fishing Creek, Adams County.

The above described property will be sold subject to delinquent real estate taxes, if any.
TERMS OF SALE: CASH
DOWN PAYMENT Ten percent by cash or certified check. Balance to be paid upon confirmation of sale.
Don Pettit, Sheriff of Adams County, State of Readiness.

NOTICE OF PUBLIC HEARING
ADAMS COUNTY BOARD OF ADJUSTMENT

NOTICE IS HEREBY GIVEN that the Adams County Board of Adjustment will hold a public hearing in Room 124 of the Adams County Courthouse, Mason on Wednesday October 13 at 7:30 p.m.
NOTICE: All appeals are referenced to the Adams County Code of Ordinances.

- 1478 Appeal by Ball Law Offices, agent for Darwin Olson from interpretation of the Adams County Zoning Administration relative to non-conforming kennel use in the A-1 and A-2 Districts — Sections 10, 12, 13 of the Adams County Code of Ordinances.
- 1479 Appeal by Duane Strutt for a variance from the required setback from the road as provided by Section 10.17 to permit an addition to residence as constructed at 1245 W. North Rd., Gold Hill.
- 1480 Appeal by Simon Industries for a variance to locate a sign as provided by Sections 10.25(b), 12.84(a) — to permit a sign for a business, 224 Rosebud Road, Oak City.
- 1481 Appeal by Martin Henders to build within the flood plain of a stream as provided by Section 23.7 (a)(c)(d) of the Adams County Code of Ordinances in Section 2 in the E½ SE¼, township of Bear Creek.

UNITED STATES DEPARTMENT OF AGRICULTURE
FARMERS HOME ADMINISTRATION

NOTICE OF SALE

Notice is hereby given that the United States of America, acting through the Farmers Home Administration will sell by Sealed Bid on Form FmHA 1956-48 the following described Real Property:
LEGAL DESCRIPTION: NE¼ SW¼ Sec. 6, T14N R2W and S½ SE¼, Sec. 4, T13N R3W, Township of Fishing Creek, located in Adams County, RD.
DESCRIPTION: Crop farm containing 115 acres more or less with approximately 75 acres of cropland. Farm is located 7 miles north of Matthews on Evergreen Road.
TERMS OF SALE: Farm will be sold by sealed bids to be opened at 1 p.m. on January 12 at the Farmers Home Administration Office, 208 City Avenue, Mason, RD. Telephone 978-2258.
The bid opening is open to the public and the Government reserves the right to reject any and all bids. The minimum acceptable price for this property is $29,000.
Every effort will be made to place the ownership of this farm with family farmers in accordance with Farmers Home Administration regulations. The property will be sold for cash, or terms to a qualified buyer of not less than 20 percent down payment with the remaining balance amortized over a period not to exceed 25 years at 11 percent interest. A 10 percent deposit must accompany the bid in the form of cash, cashier's check, certified check, postal money order, or bank draft made payable to the FmHA. This is subject to a lease that is currently in effect until March 1. The buyer is to assume possession on March 1. The seller warrants nothing as to the well and septic system. The property is being sold as is.
The property will be sold without regard to race, color, religion, sex, age, national origin, or marital status. The property will be sold for cash unless otherwise indicated herein.

Information concerning credit sales may be obtained from the FmHA office listed above.

GRAZE helps dairy farmers

A new computer program developed by the state university will help small beef operators get the most out of their pasture.

GRAZE is a program designed to let farmers ask "What if" questions such as: "What if I graze more animals on my size field?" "What if I fertilize now instead of next month?" "What if I use rotational croppings?"

According to Professor Dwight Born, a farmer need only describe the type of forage and how it is managed. The program projects forage and animal production for various combinations.

"GRAZE lets farmers see the results from different management practices by showing them what happens to costs and returns," Born said.

GRAZE is currently being further tested in Friendship County. If it is successful, GRAZE will be available through extension agents next year.

Olson zoning request denied for 7th time

Darwin Olson, dog kennel owner in Fishing Creek Township, added a warning to the town's plan commission Monday night, after his 7th request for a zoning change from A-1 to A-2 was denied. The zoning change is needed to allow Olson, a carpenter, to keep his dog kennel business.

"I've hired an attorney and I'll start a lawsuit against Adams County and Fishing Creek unless this plan commission and the town board approve my zoning," Olson told the plan commission.

Olson operates the kennel at his home, 4419 Oasis Rd. In the mid-1980s, he built a roof over the kennels without attaining a building permit. The roof put him in violation of county lot line setback restrictions because the kennel with the roof is now considered a building.

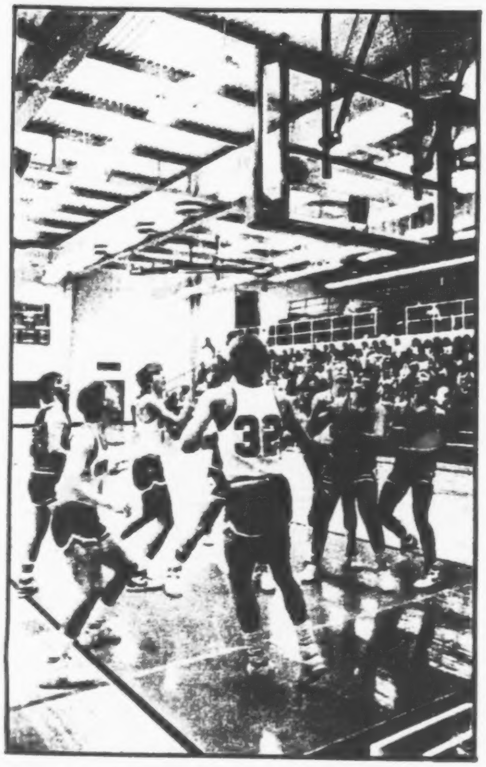
The A-2 zoning would allow him to have the structure closer to the lot line, but he would still be required to get a special exemption from the county because A-2 zoning applies only to lots of one acre or more.

"Just because I only have a three-quarter-acre lot, I shouldn't be prevented from making a living raising dogs. I began my kennel business in the 1960s, before the county had these zoning restrictions," Olson said.

"You can't tell me you didn't know I was in business because I was purchasing a kennel license since 1976," he said.

The commission voted 7 to 0 to recommend denial of the zoning change. Plan commission chair Ron Justmann said the commission will send a letter to the Adams County Board of Supervisors explaining that Olson is continuing to operate his kennel in violation of the county zoning ordinances, and to "be aware that his continued petioning for a zoning change is only a method to extend the time he operates the kennel business illegally."

Olson's neighbor, Douglas Mullary, appeared at the meeting to voice his opposition to the zoning request.



The assault is on

Warriors whomp Rockets

Last Friday night the Glen High School Warriors went for it all and got it in their second conference win of the year over King High School's stubborn Rockets, 64-40.

The first half was somewhat slow and cautious, with the Warriors leading by only two points, 23-21. That changed, though, in the second half when the game ruptured into an all out battle. Then it was Warriors all the way as they climbed all over the Rockets in an easy victory.

Warriors coach Harland Nieman said, "It really felt great to get that ball and move it on the fastbreak like we did."

And break they did. Dave Kasper started things off with a 22-foot jump shot from the side 15 seconds into the half. From there it was his brother Brian's show. His rebound basket at the 7:09 mark, followed by a three-pointer and a fastbreak bucket off a steal gave the Warriors some extra elbow room. With six minutes left to go in the third, the score was 34-24.

The Rockets couldn't get enough offensive power to break the Warriors' lead and six more Warriors' buckets followed, topped off with a 25-footer by Jim Caine with only three seconds left in the quarter.

The Rockets were 14 points behind the Warriors at the beginning of the fourth. A 14-point lead isn't insurmountable, but that dream turned into a nightmare for the Rockets by the end of the first three minutes of the quarter when the Warriors outscored them 12-2, running up a 24 point lead, 60-36. The Warriors' Dave Kasper made eight of the points in straight hoop shots; four more came as free throws by Ed Buckley.

"I was really pleased with the way we doused them in the fourth quarter," said Nieman.

Rocket's coach Gus Haney said, "We just didn't have a very good offense. Maybe we can come up with some better performances as the year progresses."

Glen High Warriors: 1st,12; 2nd,11; 3rd,25; 4th,16; 64
King High Rockets: 1st,14; 2nd,7; 3rd,13; 4th,6; 40

Warriors: D. Kasper 22, B. Kasper 16, Caine 12, Wilde 6, Samuels 4, Wright 4.
Rockets: Brown 12, Hattman 10, Kycek 6, Martins 6, Breen 6.

Eagles take Nimrods by 1

The Robert Keyes High School Nimrods were upset in a narrow loss to the Arlington Eagles Friday, 59-58 in overtime at Arlington.

"We weren't as sharp overall as we were in past weeks," said Nimrods coach Ted Kasting, comparing his team's play to the six straight wins they have had in the past three weeks. "The Eagles are a real tough team."

That Nimrod sharpness was obviously lacking in the first quarter as the Eagles were able to get inside the Nimrod defense for some easy lay ups, and consequently ended the quarter with a 15-8 margin.

"We had some good offensive moves and we were able to use them efficiently," said Eagles coach Oscar Reed of his team's first quarter play.

The Eagles seven point lead dropped quickly as the Nimrods kept up a good defense and finally got the ball moving in the second quarter. Ed Becker brought in 11 points, and two more baseline jumpers by Frank Clines cut the Eagle lead to only 3 points at the half, 31-28.

In the third period the Eagles dominated the ball handling, but an effective Nimrod defense kept the scoring to a minimum. As a result, the Eagles scored only 8 points and the Nimrods shortened the gap to only one point, 40-39.

By the fourth period, the game was really heated. The Nimrods pulled to an early lead with two quick scores by Martin Harris and another by John Mackey. Then the engine overheated. A combination of turnovers, missed bonus situations, and a clumsy Nimrod defense allowed the Eagles' Earl Jackson and Ray Brown to come soaring back to even the score at 51-51, with just 10 seconds left on the clock.

In the overtime, Eagles' Carl Reddy took the command and scored a fast six points through a now-porous Nimrod defense.

"They executed us in the last minutes of the game," Nimrod coach Kasting said.

Arlington: 1st,15; 2nd,16; 3rd,9; 4th,11; OT,8; 59
Robert Keyes: 1st,8; 2nd,20; 3rd,11; 4th,12; OT,7; 58

Arlington Eagles:Jackson 22, Brown 14, Reddy 12, Barns 9, Greene 2.
Robert Keyes Nimrods: Becker 17, Clines 16, Harris 8, Mackey 8, Jason 6, Kinsley 1.

Roadside wildflowers: Jerusalem artichoke

Sunflowers, the Asteraceae family, have been a part of the local landscape since pre-settlement times. Some species such as prairie sunflower, *Helianthus petiolaris*, prairie dock, *Silphium terebinthinaceum*, and compass plant, *S. laciniatum*, have found their ranges severely reduced by the changes in land use brought by white settlers and their descendants.

Other species have adapted to those changes. The Jerusalem artichoke, *Helianthus tuberosus*, and the giant sunflower, *H. giganteus*, have found that disturbed sites such as abandoned fields and roadsides suit them very well.

The Jerusalem artichoke is a good example of the continuing conflict between various land uses. Once the plant becomes established in a cultivated field it can be very difficult to control. For this reason, those whose interest in the land is primarily agricultural are not fond of finding clumps of Jerusalem artichoke growing alongside their fields.

On the other hand, Jerusalem artichoke is considered by many to be one of the best of the wild food plants. Its tubers can be substituted for potatoes in practically any recipe, or roasted or boiled like potatoes. The raw tubers have a sweet nut-like taste.

The Jerusalem artichoke is sold in fresh produce markets and in health food stores. In 1805, Lewis and Clark dined on Jerusalem artichoke in North Dakota.

The Jerusalem artichoke plant grows from five to ten feet tall on stout, erect, rough-hairy stems which are usually branched on the upper part and which give rise to multiple flower heads.

The leaves are also thick and rough and hairy underneath, and have saw-toothed edges.

A very similar-looking cousin of the Jerusalem artichoke is the giant sunflower, which can be identified by its reddish stem. Its leaves are narrower than those of the Jerusalem artichoke, and very finely toothed.

The flower heads of the giant sunflower are the same size as those of the Jerusalem artichoke — about three inches. The term "giant" refers to the height of the plant — which can be up to 12 feet tall.

The flower heads of the common sunflower, *H. annuus*, are twice the size of the giant sunflower, although the plant itself is much smaller.

Aid available to daycare facilities

Community Concepts Child Care announces the sponsorship of the Child Care Food Program. This program is administered by the U.S. Department of Public Instruction and is available to all family day care providers or child care givers. The program provides financial assistance to family day care home providers so that nutritious meals can be offered to children in care.

The goal of the program is to improve the diets of young children and increase the opportunity for children to eat a variety of nutritious foods. The meals and snacks served meet standards set by USDA.

Children enrolled for child care are served the meals at no separate charge and without regard to race, sex, color, handicap, age or national origin. Any person who believes he or she has been discriminated against in any USDA-related activity should write immediately to: Administrator, Food and Nutrition Service, 3101 Park Center Dr., Alexandria VA, 22302.

Church group is taking registration for adoptive parents

The state chapter of the Lutheran Social Services has announced that it will accept written registration from married couples eligible to adopt healthy Caucasian infants until December 1. A small number of names will be selected by random drawings for scrutiny this year.

This information should be submitted along with name, address and phone number to Lutheran Social Services, 3003 W. Broadway Ave. Metropolis. Telephone inquires will not be accepted.

Indian Auto Parts
WE CAN SAVE YOU MONEY
"SAME DAY SERVICE"
SPRING SERVICE
MILLIONS OF USED - REBUILT & NEW PARTS
OAK CITY 868-0998

MAKE YOUR EXPERIENCE COUNT!

In the Naval Reserve. If you are under 39 and:
- an ELECTRICIAN
- an AUTO MECHANIC
- a CARPENTER
- a LPN
- or one of a dozen other skills you could qualify for our advance paygrade (APG) program. We offer good part-time pay, an excellent retirement plan and many other benefits. Veterans and non-vets welcome to apply. Call 1-231-0075 (Collect) ask for Arnold Ramboli

The Classifieds

REAL ESTATE

OAK CITY DUPLEX—4 bedrooms per unit. Large wooded lot. Rent equals $625 per unit. Motivated seller has reduced price $30,000 to only $99,500. Ron Gattleman 976-7711 or Adams County Realty 976-5531.

HIDEAWAY HILLS SUBDIVISION—1.7 acre building site located only 10 miles from Mason. Sloping land offers opportunity for custom designed home. Perc available. $29,500. Anita Lyman 868-7742.

20 ACRE FARMETTE—3 bdrm. ranch home, oak floors and cabinets. 1½ baths, breezeway for summer enjoyment, garage. Barn for horses. Town of Fishing Creek. Reduced to $85,500. 243-6749. Reese Home Realty.

GROCERY STORE in Fitchburg. Walk-in cooler plus newer refrigeration units. Price includes bldg., personal property and inventory. Has beer and liquor license. Call for details. Ann Howes 868-7742.

FENCELINE RD AREA—70 acres on a quiet country road. Nice building site. Presently planted in corn. ASCS corn base is 65 acres. Assumable mortgage $68,000. Anita Lyman 868-7742.

WEST SIDE MASON—1600 sq. ft. ranch, 2 baths, excellent location, fireplace, central air, 2-car garage. Fenced back yard. $79,900. 243-6749. Reese Home Realty.

MASON—Charming older home in established neighborhood. Convenient to schools, shopping, parks. 3 bdrms., dining room with built-ins, remodeled kitchen. Many large trees. $64,500. Mason Realty 976-8264.

MASON—Commercial lot near shopping center. Can be divided. $76,500. Mason Realty 976-8254.

FARM LAND between Matthews and Stoney Creek. 81.9 acres with 27.7 acres corn base. Hwy. B and Old Stage Rd. 567-8435.

FOR RENT

GROVE STREET—Available on the 1st. Two bedroom apt., heated, private parking, laundry, stove, refrigerator, carpeted, air conditioned. No pets. Call John weekends or after 5 p.m. 262-8468.

MATTHEWS—Office space. Available immediately. Utilities included. Carpeted. Starts at $100 per month. 243-9865 or 567-4555. Ask for Pam.

WAREHOUSE SPACE in Mason. Call 976-6767.

FITCHBURG—2 bedroom upper flat, nice yard, garage. Available immediately. 567-3006.

FOR RENT

MATTHEWS—Quiet small-town living near Mason. Spacious 2-bedroom apt., one block from grade school, off-street parking, all appliances, laundry, heat, air conditioning and water furnished. For showing call 262-8799.

MAIN ST. APTS.—OAK CITY. Heated 1-bedroom, semi-furnished. Availability varies. NO PETS. 976-6451.

GOLD HILL—Older duplex, 3 bedrooms with separate basement, near schools. Nice carpet, fresh paint. $450 per month. 243-5687.

MATTHEWS—Downstairs flat, 2 or 3 bedrooms, with stove and refrigerator. Has basement and rec room. Call 262-1851 or 262-7306.

MATTHEWS—Large 1 bedroom, modern apartment with appliances. $250 per month. 262-2652.

STONEY CREEK NEWER efficiency apartment with utilities, heat, air cond., off-street parking included. Monthly lease. Phone 262-8537 or 976-5733.

FITCHBURG AREA—Large 4 bedroom farmhouse with outbuildings. Garden space, room for small animals. Pets and kids OK. Call 567-5515 after 3 p.m. or weekends.

OAK CITY OFFICE SPACE. — FORMER DOCTOR'S OFFICE — SUITABLE FOR MEDICAL/DENTAL OFFICES. SOME MEDICAL EQUIPMENT INCLUDED. FOR MORE INFORMATION CONTACT STEVE AT REESE HOME REALTY, 243-6749.

HELP WANTED

WESTERN STEAK HOUSE—immediate openings — days for cooks, waiter-waitress, cashier. Apply in person at 515 S. Loblolly Ln., Oak City. Call for appointment. 868-4852.

PART TIME ATTENDANT—home for the elderly needs attendant to work every Friday. Experience preferred but will train. Own transportation. 243-9296.

WANTED—part-time Waitresses, Bartenders and Cooks for Daisy's in Oak City and Daisy's-Fitchburg. Call 868-6363 or 567-9669.

NURSING ASSISTANTS. We will train. Gold Hill Manor. 243-6465.

NURSING ASSISTANTS, part time, experience preferred. Last Stop Manor 262-3535.

WELDING AND ASSEMBLY type work. Apply at Johnson Manufacturing Co., 1017 Industrial Dr., Oak City 8-4. 868-6472.

NIGHTS & WEEKENDS—Must be reliable and flexible. Apply at Stop'n'Shop, N. Main, Clearwater.

HELP WANTED

DRIVER NEEDED—your car, to transport person 4 miles west to Stoney Creek from Last Stop Nursing Home, 3-4 days per week. Hours & wage negotiable. Call eves. 262-7999.

PART TIME AND FULL TIME, flexible hours. Apply in person at McDonalds, Oak Street, Mason. 976-8842.

WAREHOUSE DELIVERY PERSON, Oak City area. Full Time employment. Must be 18 years old, have car and valid driver's license. Call 868-6403.

WAIT PERSONS, part time weekends, starting at $3.35 per hour. Excellent gratuities. North Side Business Mens Association. Apply in person at Woods Edge, Mon.-Fri., 8 a.m.-4 p.m., 925 N. Third, Mason.

BREAKFAST COOK and afternoon waitress. Apply in person at Rainbow Inn, Clearwater.

TRUCK DRIVER and lumber yard help. Apply in person at Fumble's Lumber & Do-It-Yourself Center, 280 N. Central St., Matthews.

SECRETARY—Temporary. Because of illness, can you help us out. 567-3535.

GOLD HILL AREA—Tax office seeking additional tax preparers for up coming tax season. Flexible hours. Compensation commensurate with experience. Call 243-3010 between 6 & 8 p.m. Mon.-Fri.

STUDENT with farm background to do part time work in exchange for modern housing, flexible hours, prefer married couple, references required. Call 262-5276 between 7:30-9 p.m.

SINGLE MAN for general farm work, 50 cow herd, pipeline milking, must be good with cattle. 262-1370.

FEMALE CALF FEEDER, full-time position. Includes feeding calves and relief milking. Salary, housing and other benefits. Cleveland Bros. Farm, Clearwater. 642-3910, ask for Randy.

HELP WANTED

Fulltime loadout man to work in Metropolis. Responsible for loading and cleaning livestock trailers, handle livestock and sales work for livestock truck line. Farm background preferred with good work record and references required. Start at $7/hour. Group health insurance and vacation paid.

Call 1-231-7670
Truck 'Em, Inc.
128 Stock Drive
Metropolis

ROUTE SALESPERSON, experienced, for farm products. Established route. Must be aggressive and self-starter. Send resume to Salesperson, Box 10, Oak City.

SERVICES

HOUSECLEANING—You deserve it!! 7 years experience, reliable, excellent references. 262-8585.

BRIAN'S BICYCLE REPAIR—All makes and kinds. Parts, tires, rebuilt bikes for sale. 642-7333.

LET-GEORGE-DO-IT MAINTENANCE, residential, apartments, snow removal, general maintenance, weatherization, telephone jacks, small remodeling. Reasonable prices. Call George, 243-9476.

SEPTIC SYSTEM, soil testing, design services and inspections by soil scientist and registered designer. Lukewald and Associates, Inc. 976-7373.

We specialize in barn straightening, wall repair, new stone walls, also lifetime interlox steel rods. Stuckert's, Stoney Creek. Call 642-2490.

BLACK DIRT
for sale
262-5597
262-0759

SERVICES

CRUSHED ROCK, ag lime, filling. J.J. Mikelson Constr., Matthews. Call 262-3726.

EXPERT PAINTING. Interior and exterior and paper-hanging. Neat and professional. Reasonable prices. Morris Jackson. 567-5379.

TYPING, WORD PROCESSING, resumes, term papers, etc. 262-5599.

FOR SALE

22.3 cu. ft. SEARS SPACEMASTER Chest freezer. Excellent condition. $290.00. Call 243-7888.

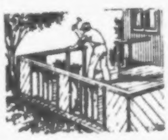
'74 FROLIC Pick-up camper redone on the inside. $950. 976-7756 office, 243-5112 home.

ELECTROLUX tank 1 yr. old vacuum $100/offer. 976-4011.

KESSENICH 4 harness folding floor loom. Books and more. 243-5685.

Finished Grading
Seeding
Retainer Walls
Call Max Wells
262-8864

Remodeling



Let an Expert Do It
15 years of experience
By the Hour or By the Job
Hammer Construction Co.
Call Rex at **642-3487**

HONEY WAGON SEPTIC SERVICE
"We Do It Right The First Time"

- Quality at Competitive rates
- Radio Dispatched Trucks form 2000-3600 Gallons
- Free Printed Information On Septic System Maintenance
- Call Us Before You Give Up On Your Present System
- licensed, Bonded, Insured

Stoney Creek 262-1987; Oak City 868-7770

HOBBY FARMS

80 acres with 71 tillable acres in Stoney Creek area. Good 4-bdr. home, older 3-stall parlor unit, 16x40 Harvestor & bunk feeder, machine shed, large concrete yard and loafing shed. Nice high land, 7 acre wooded lot, nice setting on surfaced, wooded road. Some machinery available. R.E. price only............$55,000

80 acres with 30 tillable near Fitchburg. Secluded setting with river frontage. Remodeled 4-bdr home with wood and electric heat. Old barn, silo, shed & hog shed. Excellent hunting area. Reduced price..........$32,500

86 acres with approximately 70 tillable. Good barn with 48 stantions, newer barn cleaner, single concrete silo, and some milking equipment. Large machine shed, 2-car garage, and good 3-bedroom home east of Clearwater. Reduced price..............................$65,000

25 acres (with additional 85 acres available) in the Matthews-Stoney Creek area. Older 36x70, two small silos with unloader, two machine sheds & garage. Older 3-bedroom house in good condition. Beautiful setting one mile off Hwy 95. TAKE A LOOK —MAKE AN OFFER — only..............................$25,000

HERITAGE REALTY

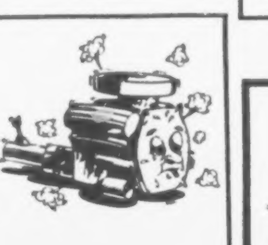
JIM STICKLER
COUNTRY LAWYER
243-1178

BULLDOZING AND GRADING

- ASCS SOIL CONSERVATION WORK
- BUILDING SITES AND DRIVEWAYS
- LAND CLEARING—EARTH MOVING
- ROAD CONSTRUCTION

GERALD MEANS
Fitchburg Call
567-6319

Complete Auto Care Service



Both Domestic & Foreign
We Repair Transmissions
M-F . .7 a.m. to 6 p.m.
Sat. . . .7 a.m. to noon

BILLY'S AUTO SERVICE

Morrison
AUCTION SERVICE
"Let Morris do it."
Farm, Real Estate, Household, Antique, Commercial
Phone 243-3377

The Classifieds

FOR SALE

FARM-RAISED ROASTING CHICKENS—no antibiotics or growth hormones. Free running. Will deliver minimum of 5. Dressed 642-2457.

OAK FIREWOOD. Dry, seasoned, excellent quality, split and delivered. $110 per full cord, $55 per face cord. 868-3071.

WOOD WORKING TOOLS. Moving, must sell. Inca 500 band saw, $850. Inca planer, $300. Other miscellaneous tools. 243-5384.

WATER BED, new, queen, headboard plus shelves. $99. 262-2370 after 6

WASHER/DRYER. $245. No frost refrigerator. $110. Call before noon. 847-4400.

Traditional oak wood sofa, wing chair and glass table. Nice shape. 642-2953

LOVESEAT, contemporary style, beige-white, excellent condition. $150. Super single waterbed, new heater. $100. 868-1054

FARM EQUIPMENT

1980 IH 35-85. Fall plowing is all done. Will sacrifice for $10,500. 567-7430

656 FARMALL with mounted 243 corn picker. Needs engine work. $2,500. 262-2552.

IH cultivator, 2 row, 40 inches, always shedded. 262-2435.

JD 7000 4-row liquid fert. insect monitor, A-1 cond. $350. 3 pt. bale spear. $100. 262-2742

FARM EQUIPMENT

BERG power feed cart 7x18. 1967 Kiefer alum. gooseneck cattle trailer, old barn lumber. 868-7162.

JD 227 corn picker, $500. Massey Harris clipper combine, $150. JD 14 ton baler, $100. Fox Super 6 chopper, $500. 567-4241.

NEW HOLLAND 890 chopper with hay and corn head. Mpls. Moline G900 tractor. MF 880 disc. 28 ft. Patz 25 ft. manure agitator. Irrigation equip., traveler, pipe, pump with power unit. 262-7769.

LOYAL single-chain elevator, 24', very good cond. 642-4595.

AUTOMOBILES

1986 CHEVY CAVALIER, 2 dr. black, 6 stick. Good condition. 120,000 miles. $500. 567-2856.

1981 RELIANT K CAR, 4-speed, 4 cylinder, must sell. 262-7686.

DATSUN 510 4-door, air, 1981, excellent condition. $1700. 262-1507.

DODGE CHARGER '78, 318 automatic, new brakes, tires and starter. $575. Call Dave 243-3231.

'83 OLDSMOBILE OMEGA two-tone brown, brown interior, 4-door, air, AM-FM. $4500. 868-8023.

1980 CUTLASS SUPREME, AM-FM-cassette, 58G, make offer. Mike 262-6247.

1983 HONDA ACCORD 3-door. All records meticulously maintained. $5800. 243-1363.

AUTOMOBILES

VOLKSWAGON squareback, gas heater, good engine, good tires. $200/best offer. 567-8564.

'81 CAMARO with spoiler, V6 automatic, air, AM-FM, must see to appreciate. 262-1160.

'81 CHEVETTE, 71,000 miles, good shape, little rust. $1,000 or best offer. Call James 868-2927.

'81 FORD ESCORT, 2 door, good body. Needs engine. $400. Phil 262-2864.

FORD—'78 PINTO, new tires and exhaust, runs well. $1,000/best offer. 642-5744.

'87 FORD TEMPO. Low miles, stereo. Take over payments. Ask for Gary 262-9603.

TRUCKS

1980 FORD ¾ ton pickup. $450. 262-3230

1969 INT. 1700 stub nose. Good running condition. 3 years old. 16' grain box and hoist. 642-3562.

1973 GMC semi truck, recently overhauled, good running condition. 976-4528

1976 CHEVY pickup. ½ ton, runs good. $1500. 567-5962.

1977 2-ton Ford stock truck, rebuilt, 391 V8, dual tires, 16' cattle rack with side calf door, new side racks and new roof. Very good shape. $2500. 262-8263.

1985 GMC HD ¾ ton. Dsl. Towing package, auto trans, tilt, cruise, low miles, extras. Like new. $14,000. 262-2337.

1986 GMC 1-ton 4X4, cabin chassis, 84" CA, like new. 868-2056.

1977 FORD school bus. 351, 16 passenger. $1500. Ask for Ray 243-3032.

PERSONALS

Dairy and beef farmer, 24 years old, looking for girl, 20 to 24. Non-drinker, non-smoker, Christian. Send photo and phone number. RR2, Box 27, Fitchburg.

Single male, 25, seeks correspondence with farmer's daughter. Write Frank, Route 1, Box 244, Clearwater.

ADOPTION—Childless couple with much love and security wishes to adopt an infant. Able to provide a loving home in a warm and friendly community. Expenses paid. No intermediary. Write P.O. Box 982, Metropolis.

BEL-AIRE MOTEL free X-rated movies. Single $21.43 plus tax.

DO YOUR OWN divorce or bankruptcy. $95. Write Legal Independence, Inc., P.O. Box 327, Mason.

CARDS OF THANKS

I wish to thank all of my neighbors, friends and relatives who sent cards, get-well cards and flowers. Also my wonderful family for everything they did for me. A special thanks to Reverend Jon Morgan for coming to the hospital to visit me. Thank you sincerely, Helen Waite

I would like to thank the wrestlers and parents of the King Wrestling Club for the card and contents which I received at the club picnic. Also to all the MANY people who worked in any way during the season . . . THANKS. Bill Bix.

A special thanks to the Matthews VFW and the Stoney Creek American Legion for the wonderful program put on by you for Labor Day. A fellow comrade.

We wish to thank our relatives, friends and neighbors for the thoughtfulness and sympathy shown us at the time of the death of our father, grandfather and great-grandfather, Otto Neibauer. Your kindness will never be forgotten. Mr. & Mrs. Henry Timm, Mr. & Mrs. Rudy Kanvacco, Percy & Bill.

AUCTIONS

Wednesday, Nov. 12, 10 a.m. Cattle, machinery, feed, Joe & Janet Mallard, 2022 River View Rd., 2 miles west of Matthews. Smith Bros. Auction. Matthew State Bank, clerk.

Oct. 29, 11 a.m. General farm auction. Gary & Linda Johnson, 829 Hills Rd., Stoney Creek, 2 mi. south of village, west on Morris to Hills. Col. Pat Roberts, auct. General Credit Corp., clerk.

November 6, 10 a.m. General farm auction. Jim & Louise Harkin, location 6 miles west of Matthews on US 95, north 2 miles on Turkey Rd., east ½ mile on Dead-Eye Dr. Wimpey Petersen, auct. AC Investment Corp., represented by Edgar Boone.

Oct. 27, 9 a.m. Manufacturing plant equipment. Mendall Fabricating, 212 Commercial Way, Oak City. For brochure: Mason Sales Co., P.O. Box 3, Mason. 976-8495.

Nov. 9, 8 a.m. Service garage equipment. Phillip's Gas and Service, Main St., Fitchburg. Hydraulic lift, greaser, pumps, tires, tow truck and more. Mason Sales Co., Frank Fingers, representative.

WANT ADS DO IT ALL! BUY-SELL RENT-TRADE

THANK YOU!

The Gold Hill Jaycees would like to thank all those who made the "Sandbox Fill" a success, especially the following:

- Kemps Sand and Gravel
- Village of Gold Hill
- Gary's Hardware
- Jennie Gibons

HELP WANTED

The City of Mason, an equal opportunity employer, offers a challenging entry level position as Meter Reader with Mason Utilities. The successful candidate must be a high school graduate, have a valid drivers license and possess responsible work experience. Computer experience is preferred. The offered salary is $1475 per month. Applications should be submitted to:

MASON UTILITIES OFFICE
211 Water Street
By November 30

SPACE FOR LEASE

Matthews Shopping Plaza

Up to 5500 sq. ft.
Excellent Frontage
Location in Plaza

Telephone:
Business Hours **262-3344**

Check Our Low Cost Insurance Rates

Expect The Unexpected

Be prepared for any eventuality with adequate insurance coverage. Get the details.

Call Today
GOLD HILL

AUCTION

ADAMS COUNTY INVESTMENT CO.

Have sold my farm and will sell the following on:

October 31
Located 2 miles south of Stoney Creek on Forest Highway.
Sale Time 10:30 a.m.
Lunch on the Grounds

MACHINERY: IHC 806 LP. tractor w/3 pt. and fast hitch, wide front, excellent cond; duals for 806; Farmall "H", good rubber & good cond.; John Deere #40 spreader, like new; Hesston 1090 haybine, 1979 model; IHC #46 baler; super 66 New Holland baler; New Idea 5-bar tractor rake; John Deere 3-bottom high clearance plow, like new; IHC 250 corn planter, disk openers & fiberglass boxes; 3-section spring tooth; 4-section drag; IHC one-row corn picker; John Deere 10' grain drill w/grass seed; IHC 10' digger; Allis Chalmers 9' disk; multi 26-foot green seed wagon w/tandem axle; 45-foot hay conveyor; John Deere #200 conveyor w/motor; new 1065 JD wagon w/gravity box; stack hand #10 Heston stacker; Ford chopper w/hay head & direct cut head.

OTHER MISCELLANEOUS FARM ITEMS: lime spreader; hand corn sheller; old saw filing machine; 12'jointer; ele. motors; 3-horse evenor; some barn tools; JD bale chute; home made anvil; 16' DeWalt radial arm saw; 50 12x12 inch glass blocks; small grain elevator w/hopper; 2 wheel trailer; well over 100 tires of various sizes; many doors & windows of various sizes; belt splicer & attachments; roll of ¾-inch cable; pails of nails various building supplies; fiberglass for Chevy Blazer; spoke wheels; 12-foot silo roof; silo-matic silo unloader for 14-foot silo unloader, 3-years old; Vandale 14-foot silo unloader 3-years old; Landcaster silage distributer; 6-55 gal. barrels.

FEED: 12' corn silage in 14' silo; 250 bales of hay; 250 bales of straw; 9 and one-half acres of 85 day corn, exceptionally nice.

FURNITURE: Old studio couch; Kenmore gas washer; Some Small Items of Possible Antique Value.
(Due to the large amount of items, sale will start promptly on time.)

Sex assaults in county on the rise

The number of sexual assaults in Adams County increased 10 percent over last year and three out of four victims were juveniles says a report issued from the Adams County Sheriff's Department.

Of the victims, 75 percent were age 17 or younger and the average victim's age was 15, the report said. Just over half of the assaults occurred in either the victim's or the offender's home. Fifty percent of the offenders involved in the reported cases were arrested; and 59 percent of those were referred to court.

Search continues for woman

After three days of an intensive search there are still no clues to the location of a rural Fitchburg woman missing since Friday, Adams County Sheriff Don Pettit said.

Grace Mattila, 33, disappeared while on a shopping trip Friday afternoon. Her car was found on Mildew Road, abandoned, with groceries in the back seat.

She was last seen in Fitchburg about 2:30 p.m. Her husband Rick reported her missing when he returned home from work at 6:30 p.m.

Searchers, including a police helicopter from Metropolis, blood hounds and persons on horseback have found no trace her. The search will continue Wednesday.

Afterschool daycare discussed

Parents, concerned that their elementary age children are alone after school while they are away at work, met Wednesday to discuss and assess the need for an after-school day care center in Mason's elementary schools.

Dick Black, school district psychologist, said studies show there is a loss of development in pre-teen kids who end up wasting this time because parental support is missing.

Mason Police Chief Griffin Hayes told of problems with older kids. "The police department has had to respond to emergencies at homes where older children — ages 9 to 13 — are caring for younger siblings.

"Older kids, who have made it a habit to "hang around' downtown, are also a problem," he said. "They may be the cause of 60 percent of the teenage crime in Mason between the hours of 3 p.m. and 8 p.m."

Youth and Community Resources Extension Agent Betty Skog explained the status of children in Adams County. She said that 65 percent of the adult women with children in Adams County are in the work force and that about 6,000 children are in need of some kind of child care services. "Many of these children are in single parent homes and living below poverty levels," Skog said. "And organized child care in Adams County accounts for only nine percent of the day care need."

Skog said that after school care is especially needed for children in the kindergarten through 3rd grade age group.

Another informational and planning meeting will be held next week Tuesday at 7:30 p.m. in the educational building behind the Methodist Church on Parson Street, to discuss where an

Superintendent seeks school space-needs committee volunteers

With the Oak City, Spruce Valley and Spring Lake Middle Schools filled to capacity, Adams County School District Superintendent Philip Winmoore is asking that individuals interested in serving on a committee to assess the district's space needs contact his office during the next two weeks.

Winmoore said, "It's safe to say that students are going to have to be disrupted next year in the middle schools as we try to make room for the burgeoning 6th, 7th and 8th grade classes."

This year, he said, many classes in Spruce Valley and Spring Lake schools have 27 and 28 students in them. "The tight space problem isn't going to let up any, either. Many of the elementary schools are seeing classes with 24 and 25 children in them."

Overall, he said, the district's enrollment projections have been accurate, with only five more students in the system than were predicted this fall. "What we are seeing is the children of the Baby-boomer era entering school. It's hard to predict if these parents will remain in Adams County, but building starts are continuing."

Winmoore offered a number of possibilities for new committee members to think about in alleviating the problem. Students could be moved into one or two of the high schools, which currently have excess space; extra classroom space can be added to one or more of the middle schools; a fourth middle school could be built; or, the special education classes, which use a large amount of space, could be shifted, he said.

Sehring to lay off 350

Al Sehring Co. officials said Friday they are discontinuing the hog slaughtering operation at its Mason Plant effective January 1.

Although pork margins have improved, said Ron Burton, vice president, large low-cost slaughter operations have started up in the industry in the last five years. "It is difficult to compete with the economics of these processors," Burton said.

About 350 of the plant's 1200 workers will be affected by the closedown. Burton said the company will try to find jobs for these employees, but added that he did not expect the new openings would be in Adams County. The laid-off workers' names will be put on a waiting list for other plants throughout the region.

Tax increase expected in Pineville township

The Township of Pineville set a preliminary budget which is expected to increase the tax levy by $1.21 per thousand.

The preliminary budget sets a levy of $305,060 and a mill rate of 3.99 on township taxpayers. The proposed mill rate raises the local taxes from $166.80 on a $60,000 home to $239.40, rise of $72.60.

Remember that the township taxes make up only about one-fifth of your total tax bill, with the remainder going to the county (25 percent share), local school district (48 percent share), vocational school district (4 percent share) and the state forestry tax (1 percent share). A 10 percent rise in county taxes is expected, and the school system has already received a 4.7 percent increase.

Salaries ($109,400), roadwork ($105,000), the town's dump site ($45,000), improvements to the town hall ($13,750), an equipment sinking fund ($12,500) and the Oak City — Pineville Senior Center ($12,500) are the areas with the largest spending increases.

The senior center donation request drew a lot of discussion because the request is $12,500, more than triple the amount approved for this year.

An extra $10,000 has been added to the budget for dump site expenses because an increase in the flow of garbage has already run dump site expenses over budget for this year.

A public hearing for approval of the budget is set for December 1 at 7:30 p.m.

ADAMS COUNTY SHERIFF'S CALLS

For the 7 days preceding Monday

Complaint	Total
ACCIDENTS	11
ALCOHOL/DRUGS	
Juvenile	5
Adult	8
ALARMS	7
ANNOYING PHONE CALLS	2
ARRESTS ON WARRANT	7
ASSAULT/Sexual	
Juvenile	1
Adult	2
ASSIST Persons	23
Motorists	45
BATTERY/ASSAULT	
Juvenile	1
Adult	6
BURGLARY	
Home	7
Business	6
CRIMINAL DAMAGE/VANDALISM	
Juvenile	3
Adult	1
CURFEW VIOLATION	8
DISORDERLY CONDUCT	
Juvenile	2
Adult	7
DISTURBANCES	
Juvenile	6
Adult	8
DOMESTIC	12
MISCELLANEOUS	
Juvenile	7
Adult	7
SHOOTINGS	2
SUSPICIOUS PERSONS	2
THEFT	
Car	3
Bike	5
Misc.	11
THREATS	
Juvenile	0
Adult	5
UNDESIREABLES	
Juvenile	0
Adult	2

continued from page one

Juvenile drinking

rested for juvenile drinking or, in lieu of the fine, they can attend this class for $40.

"If they are arrested on a second offense they must pay the fine or attend the class, but they also lose their driver's license for 90 days.

On the third offense, they are referred to Adams County Court, where the class and assessment become mandatory and their driving privileges may be lost for up to a year," Larson said. "By the fourth offense the offenders are usually over age 18 and are moved over to adult court."

Larson said the new assessment program involves analyzing the juveniles' problems and working with the parents to help them understand the seriousness of their child's problem.

"So far, the reaction of parents has been very positive. They are relieved to get a professional opinion on what treatment the child is in need of. The counselors can also refer the kids to an out-patient treatment center to further address the youth's drug or alcohol problems."

Larson said that Oak City had 12 juvenile drinking arrests last month and that, in the three months previous, juveniles arrested for drinking numbered 14, 8 and 9, respectively.

Plan commission angry about county zoning

Village of Gold Hill plan commissioners were angered Thursday when they were told that three extra-territorial zoning changes they opposed were approved by the county board.

Extra-territorial jurisdiction is the right of a municipality to have some say about the development of lands within a certain range of its own border. It is meant to ensure that rural development will coincide with future municipal expansion plans. Gold Hill's extra-territorial range is one-and-one-half miles.

The plan commission refused endorsement of the three land divisions, said Chairman Martin Conkley, because the divisions create lots which are hundreds of feet away from a road and have narrow strips of land connecting them to the road for driveways.

"We would prefer that the lots be laid out more like they are in the village, where the lots don't have those pan handles,"Conkley said. "All this is going to do is cause us to inherit problems if we annex that land."

Commenting on the limited power the plan commission has in extra-territorial planning, he said, "They haven't listened to us in the past and I'm certain they won't in the future, but we are the ones who are going to pay for their negligence."

Enjoy Great Comfort And A Lower Gas Bill!!!

Gas heating so efficient it makes others obsolete. Get between 93 and 97 percent A.F.U.E. — far better than conventional gas furnaces. See us today and start saving.

FREE ESTIMATES ON AIR CONDITIONING AND HEATING

Efficiency that pays for itself in energy savings

MATTHEWS FARM CO-OPERATIVE

"MUCH MORE THAN JUST A FARM STORE"

HWY 95, MATTHEWS

Working With Our Publics

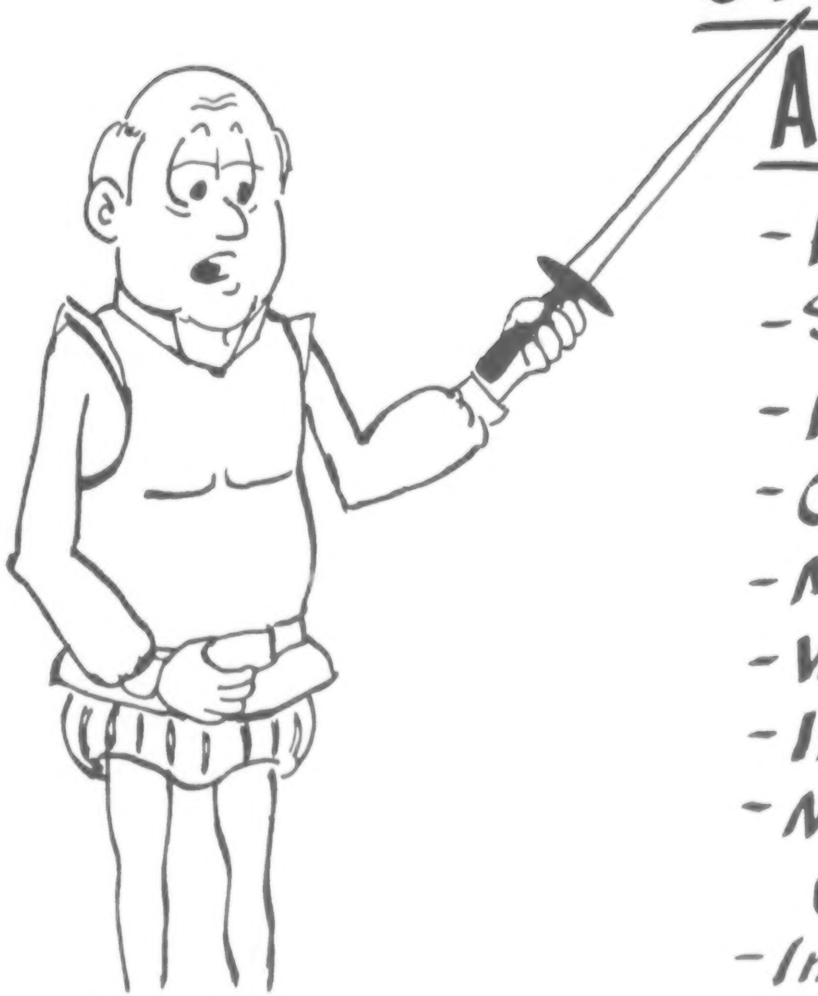
In-Service Education
for Cooperative Extension

Module 4
Situational Analysis

Transparency Masters

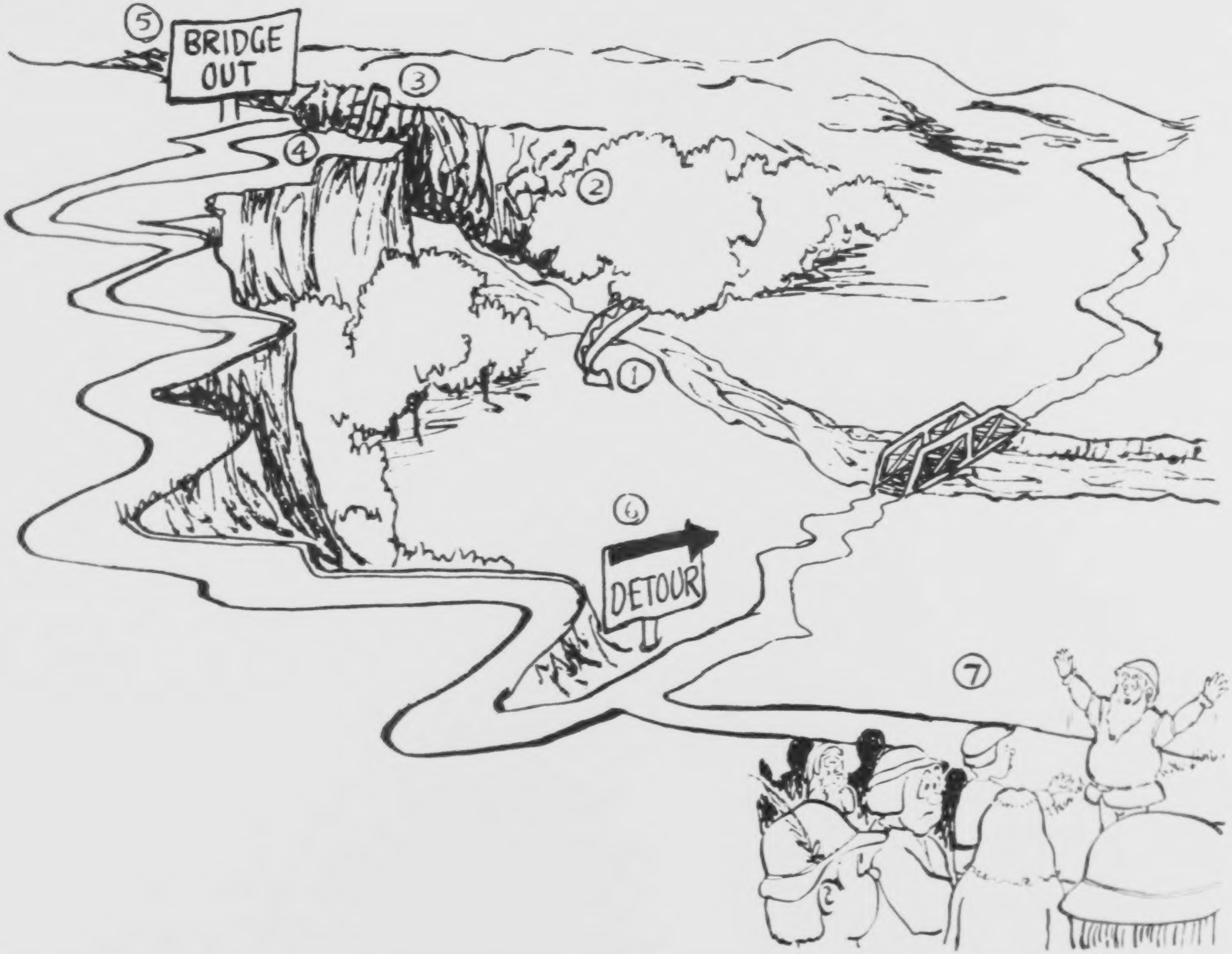
SITUATIONS:

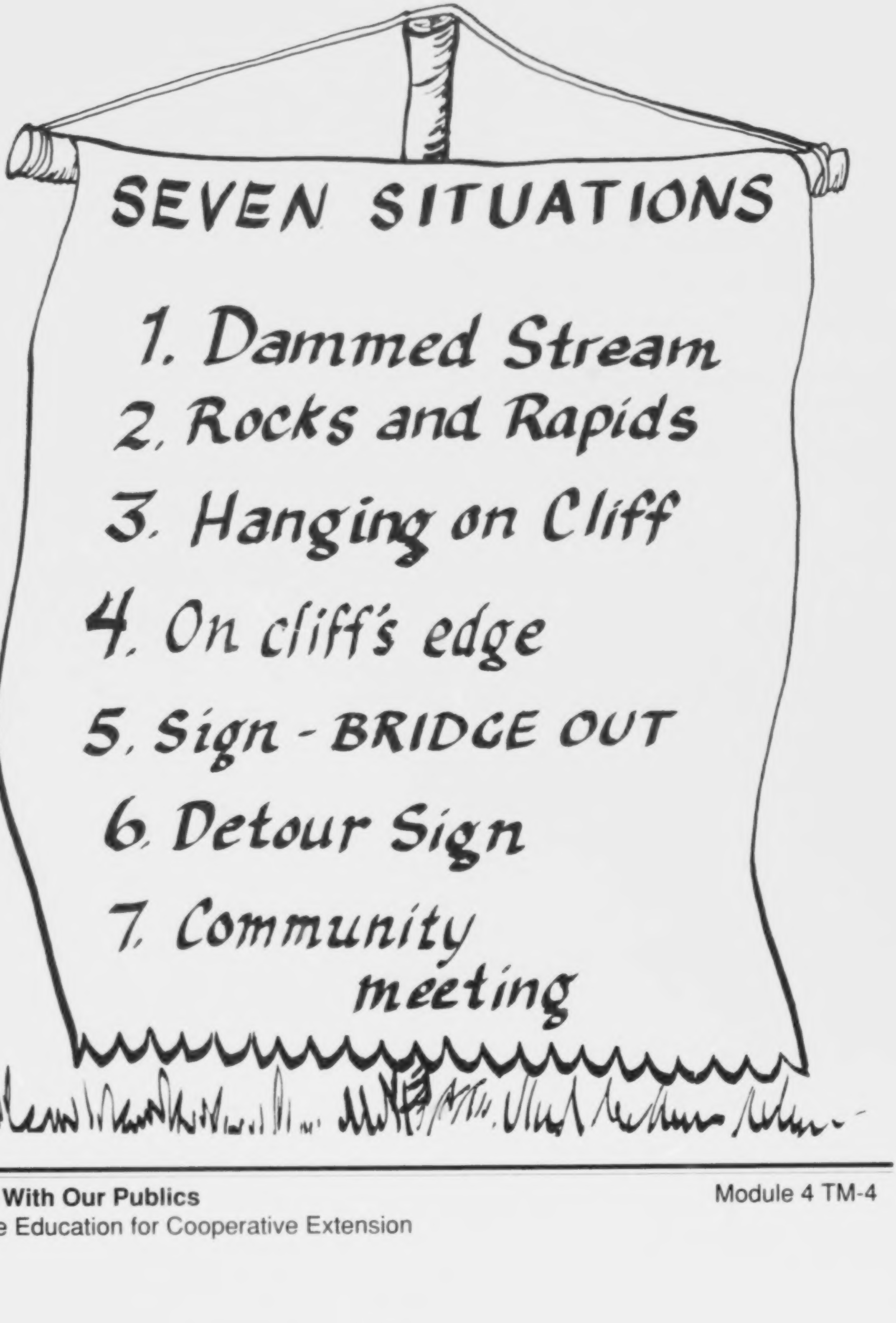
- Circumstances and dilemmas
- Perplexing
- Choices



SITUATIONAL ANALYSIS:

- Process
- Sorting
- Involved Publics
- Observations
- Measurements
- Values / Criteria
- Interpretations
- Needs / Resources / Obstacles
- Improved Decisions


⑤
BRIDGE OUT
③
④
②
①
⑥
DETOUR
⑦



SEVEN SITUATIONS

1. Dammed Stream
2. Rocks and Rapids
3. Hanging on Cliff
4. On cliff's edge
5. Sign - BRIDGE OUT
6. Detour Sign
7. Community meeting

Plan of Work

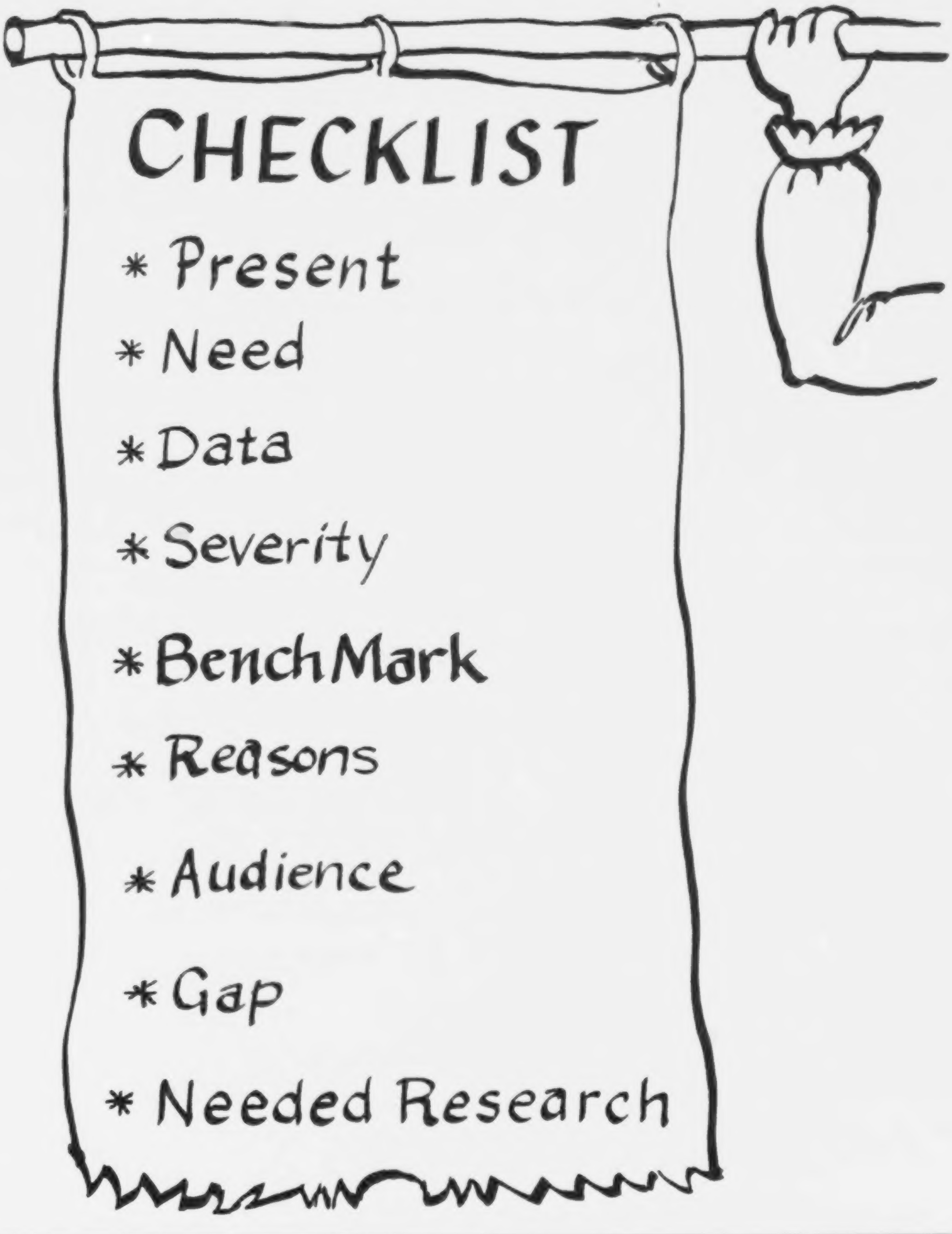
Situation:

Decreased commodity prices, increased production costs, and other complex economic problems continue to affect farm families. One third of the state's 76,000 farms have high debt/asset ratios. Farm land values continue to decrease. . .

Objectives:

Action:

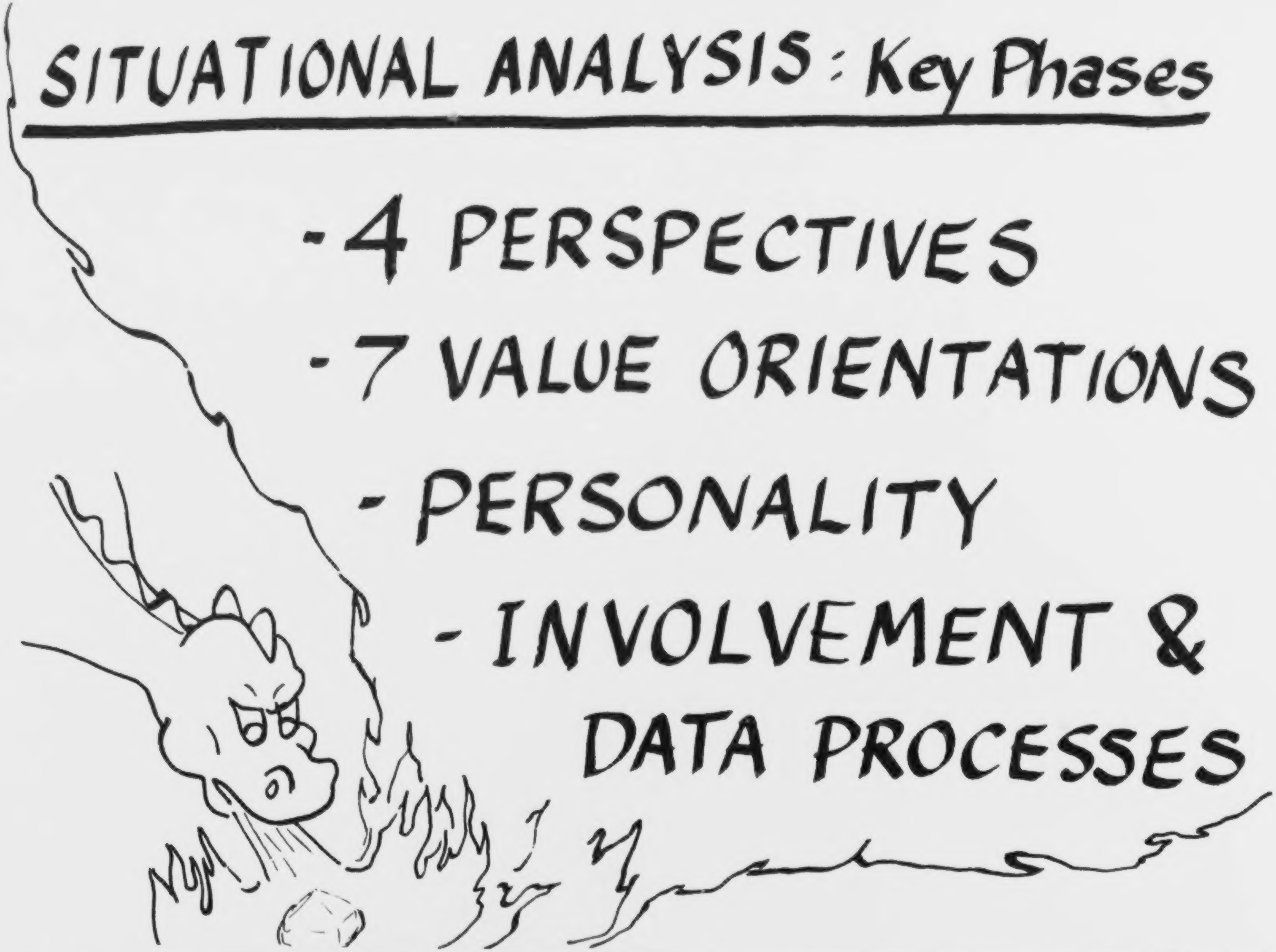
Evaluation:


CHECKLIST
* Present
* Need
* Data
* Severity
* BenchMark
* Reasons
* Audience
* Gap
* Needed Research

WORKSHOP OBJECTIVES

1. Needs
2. Concept
3. Personality
4. Perspectives
5. Values
6. Involvement
7. Measurement
8. Interpretation
9. Decisionmaking
10. Communication

SITUATIONAL ANALYSIS: Key Phases



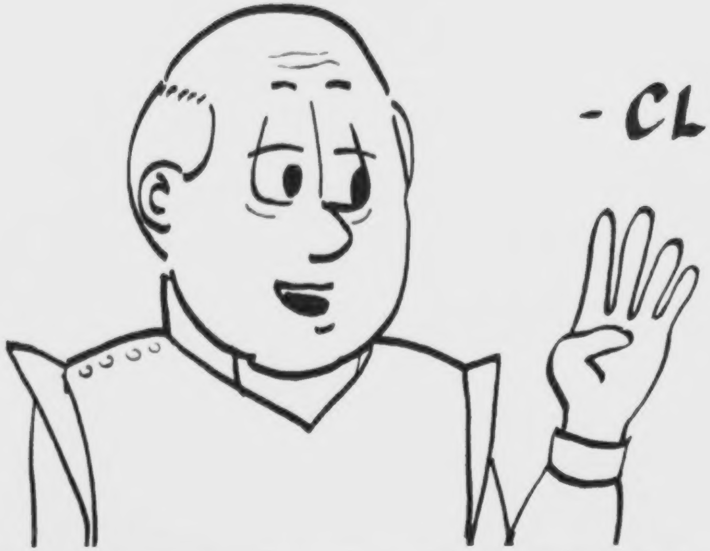
- 4 PERSPECTIVES
- 7 VALUE ORIENTATIONS
- PERSONALITY
- INVOLVEMENT & DATA PROCESSES

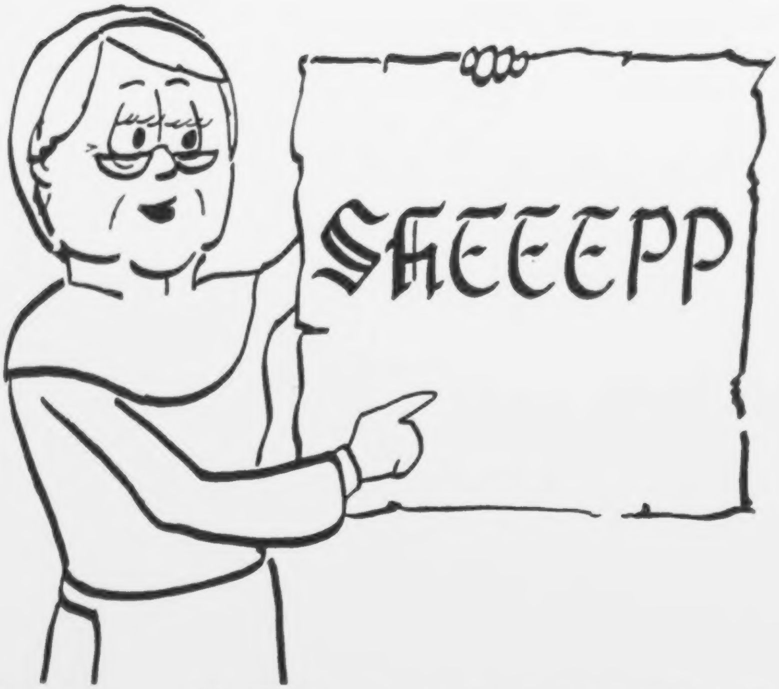
PERSONALITY

- INTROVERSION - EXTRAVERSION
- INTUITION - SENSING
- FEELING - THINKING
- PERCEIVING - JUDGING

4 PERSPECTIVES

- SOCIETAL / COMMUNITY
- EXTENSION ORGANIZATION
- CLIENTELE
- PROFESSIONAL SELF

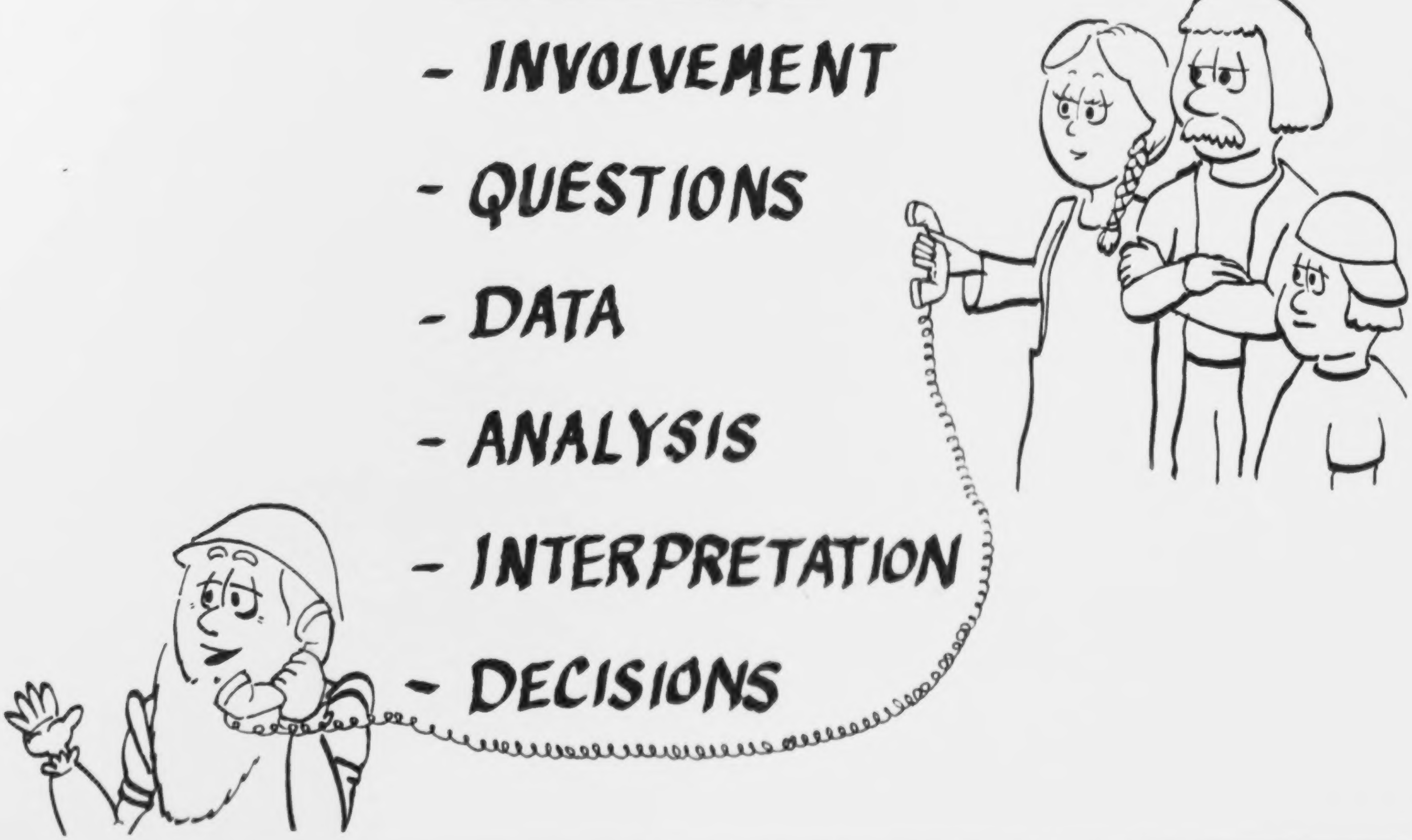




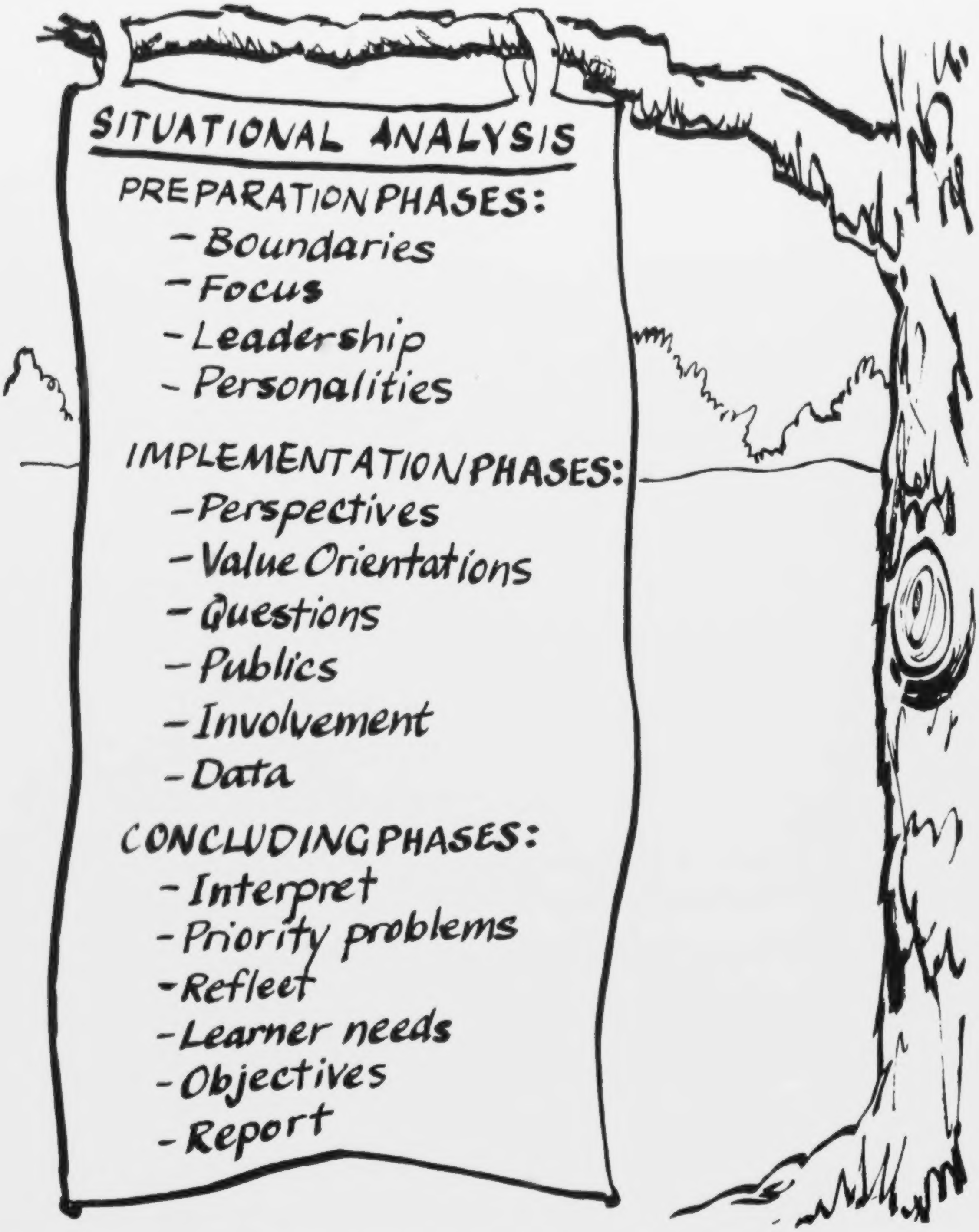
VALUE ORIENTATIONS

1. SOCIAL
2. HEALTH
3. ECONOMIC
4. EDUCATION
5. ENVIRONMENTAL
6 POLITICAL
7. PSYCHOLOGICAL

INVOLVEMENT and DATA PROCESSES



- INVOLVEMENT
- QUESTIONS
- DATA
- ANALYSIS
- INTERPRETATION
- DECISIONS



SITUATIONAL ANALYSIS

PREPARATION PHASES:

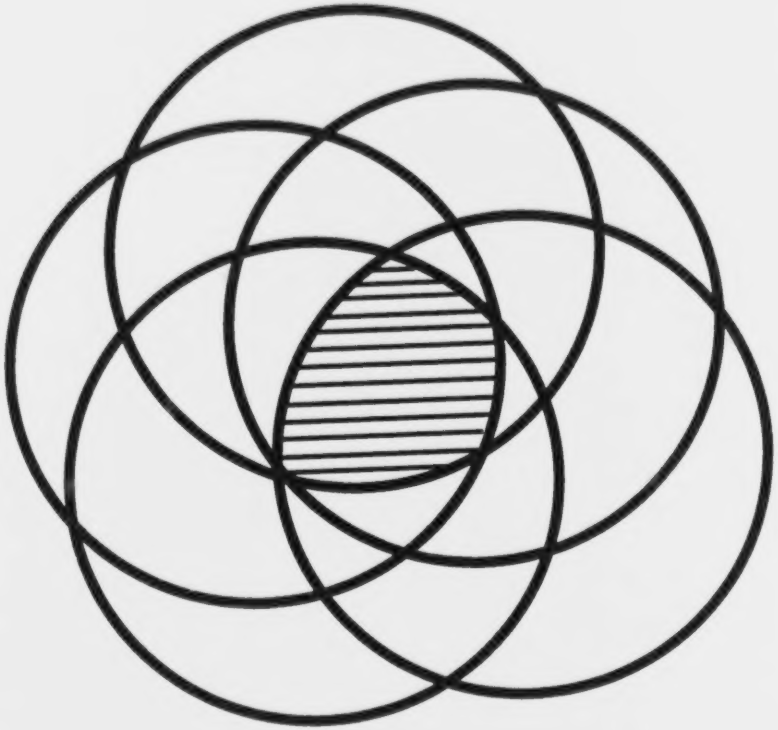
- Boundaries
- Focus
- Leadership
- Personalities

IMPLEMENTATION PHASES:

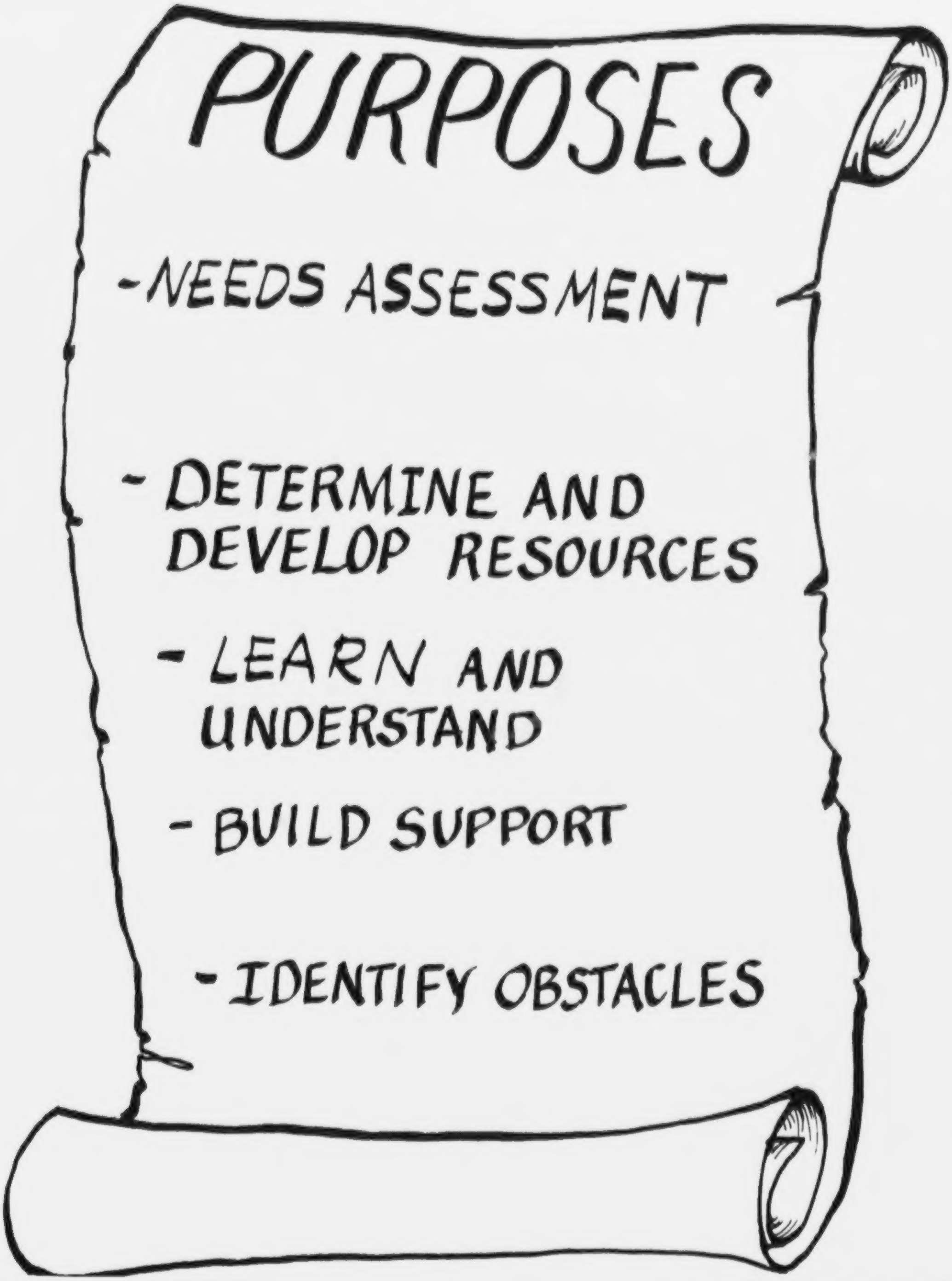
- Perspectives
- Value Orientations
- Questions
- Publics
- Involvement
- Data

CONCLUDING PHASES:

- Interpret
- Priority problems
- Reflect
- Learner needs
- Objectives
- Report



Once boundaries are set, the smaller situation that is encircled by all five circles becomes the situation to be analyzed.



PURPOSES

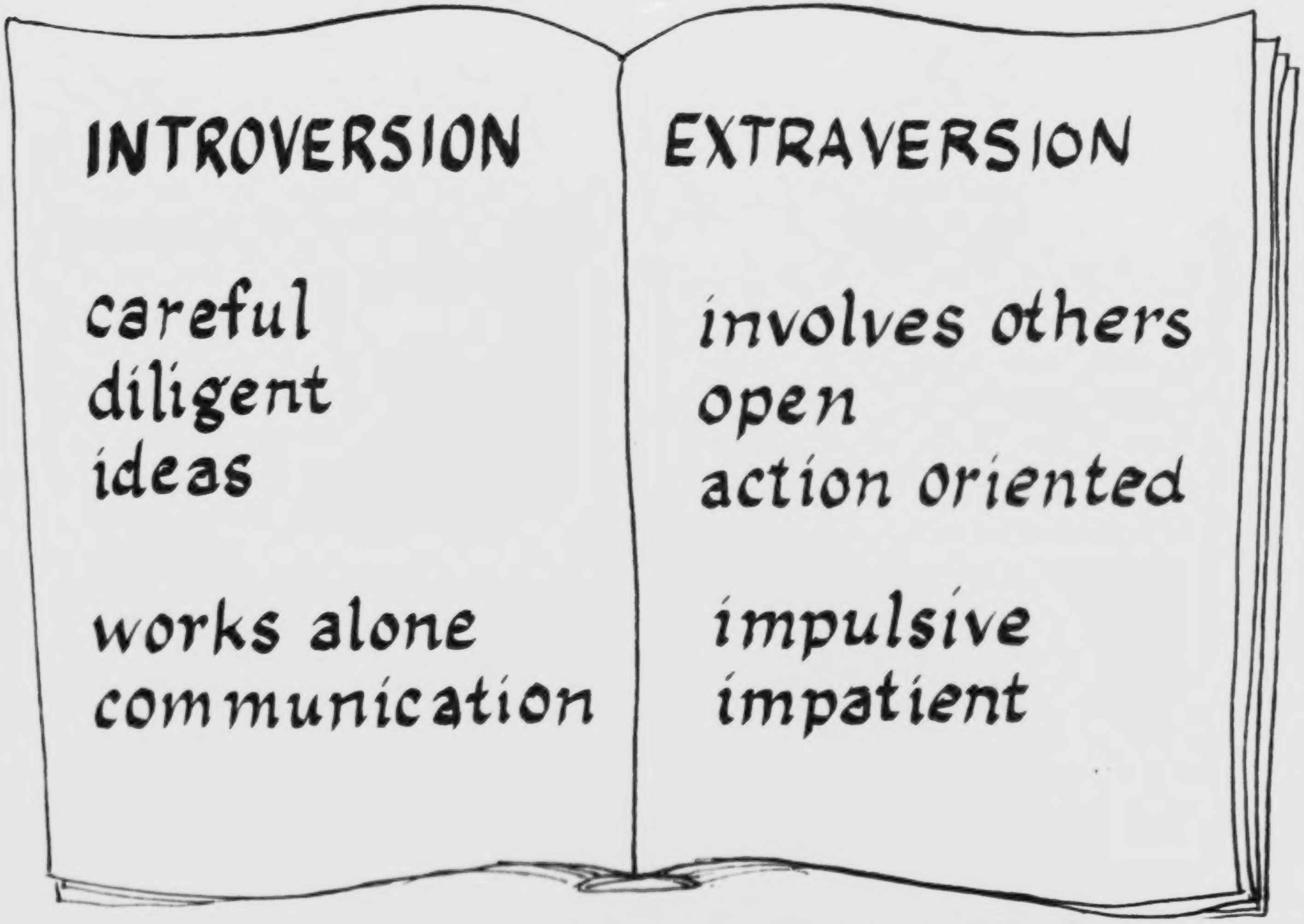
- NEEDS ASSESSMENT
- DETERMINE AND DEVELOP RESOURCES
  - LEARN AND UNDERSTAND
  - BUILD SUPPORT
  - IDENTIFY OBSTACLES

Personality Styles Grid

ISTJ	ISFJ	INFJ	INTJ
ISTP	ISFP	INFP	INTP
ESTP	ESFP	ENFP	ENTP
ESTJ	ESFJ	ENFJ	ENTJ

PERSONALITY STYLE

- * NO RIGHT/WRONG
- * ALL MODES
- * FLEXIBLE



INTROVERSION

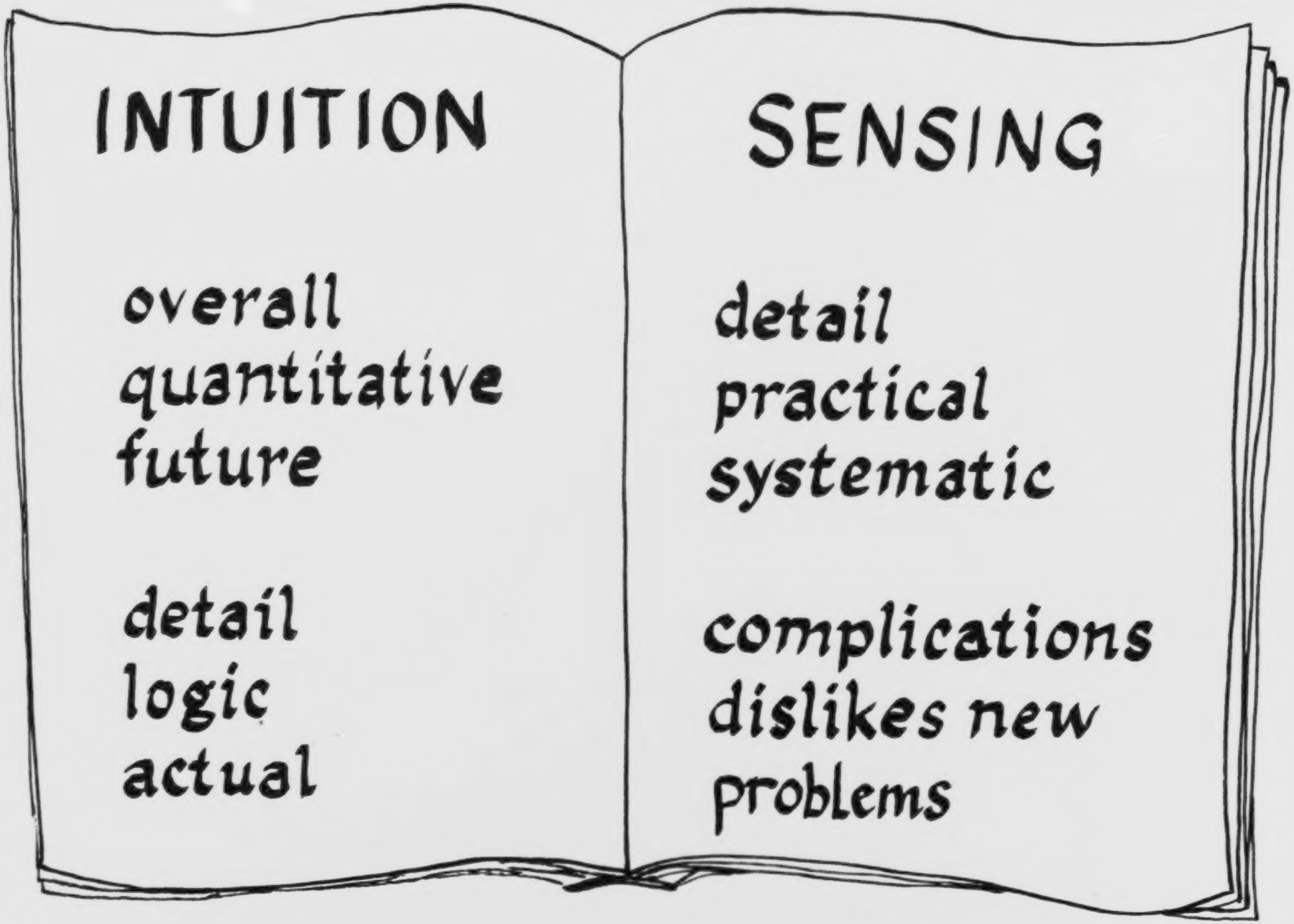
careful
diligent
ideas

works alone
communication

EXTRAVERSION

involves others
open
action oriented

impulsive
impatient



INTUITION

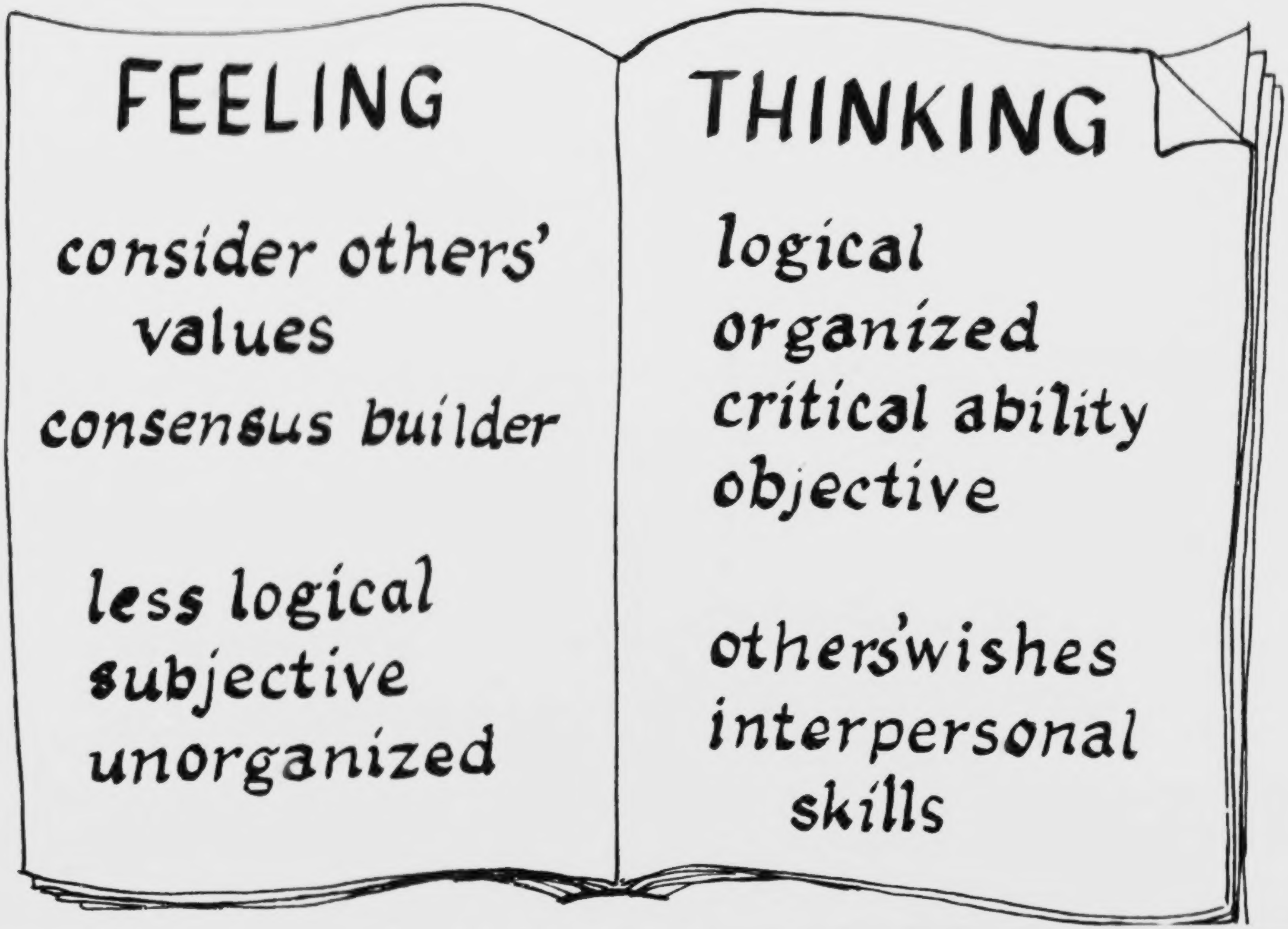
overall
quantitative
future

detail
logic
actual

SENSING

detail
practical
systematic

complications
dislikes new
problems



FEELING

consider others' values

consensus builder

less logical

subjective

unorganized

THINKING

logical

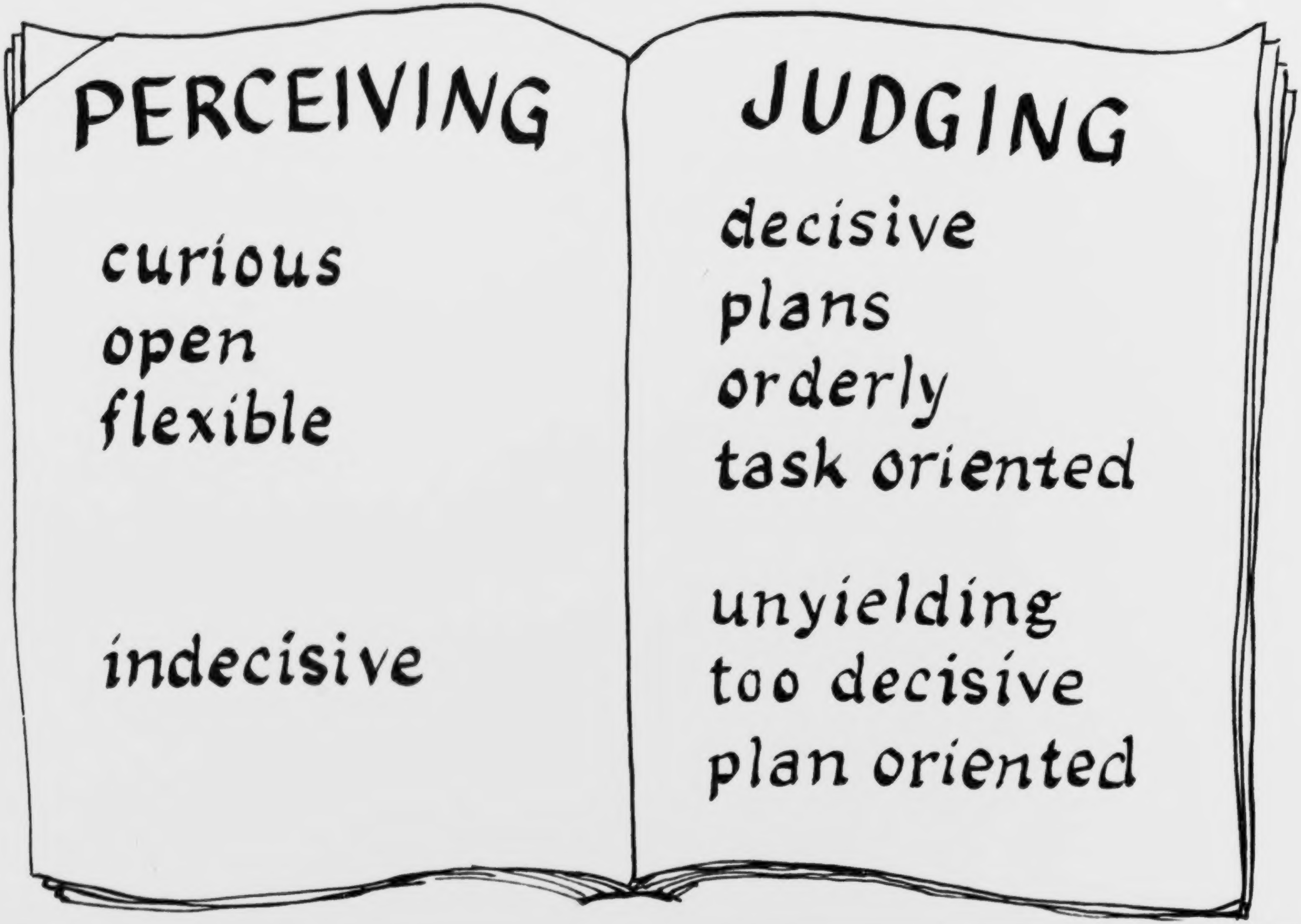
organized

critical ability

objective

others' wishes

interpersonal skills



PERCEIVING

curious
open
flexible

indecisive

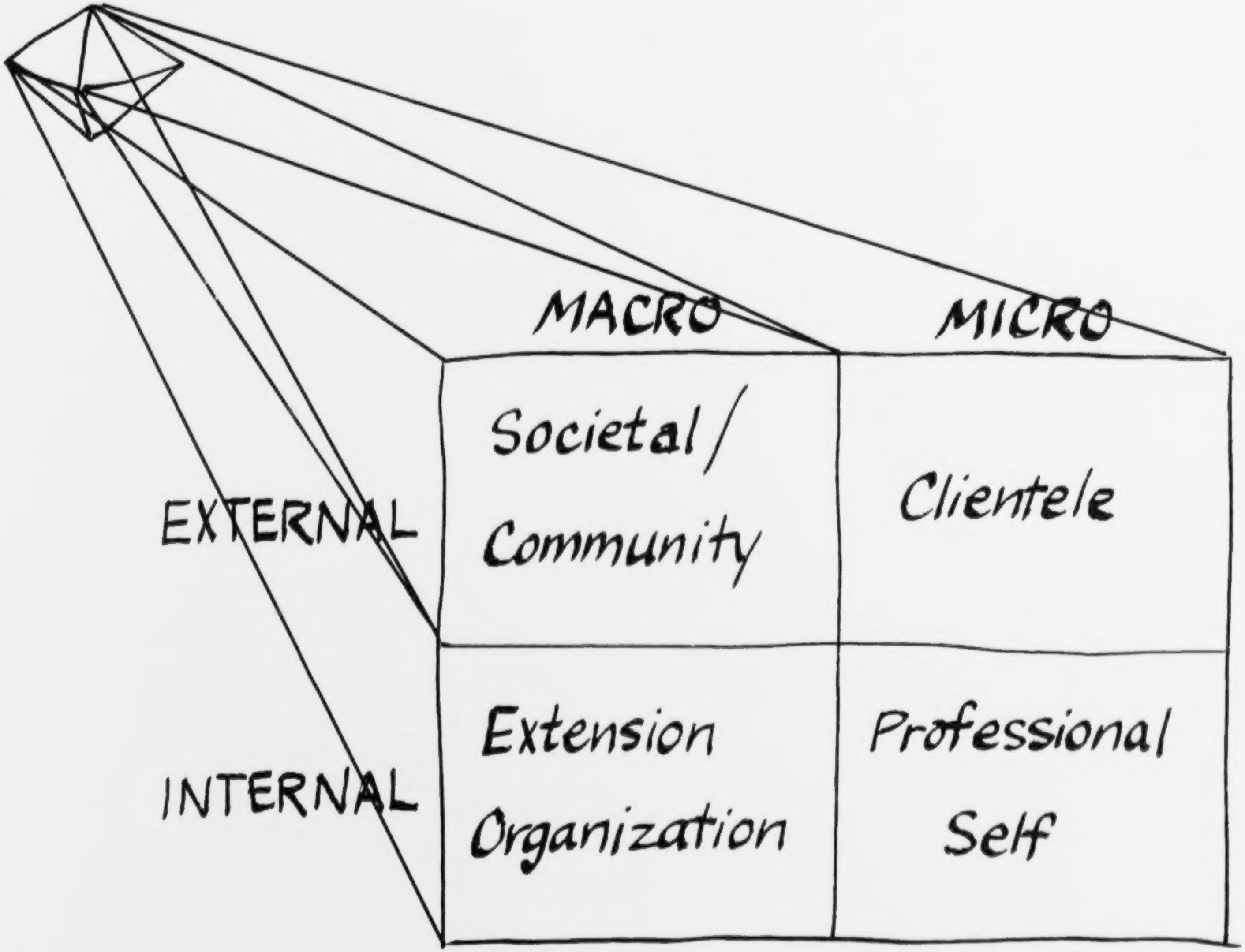
JUDGING

decisive
plans
orderly
task oriented

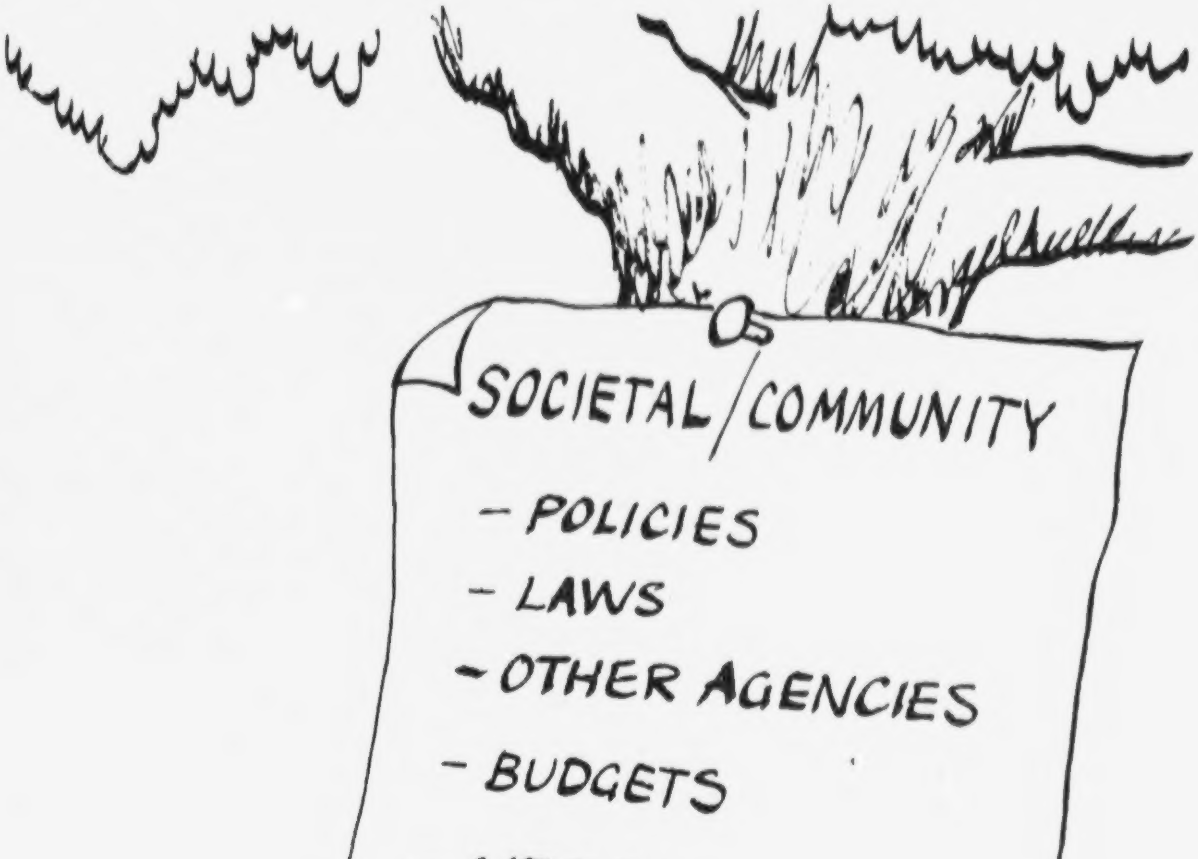
unyielding
too decisive
plan oriented

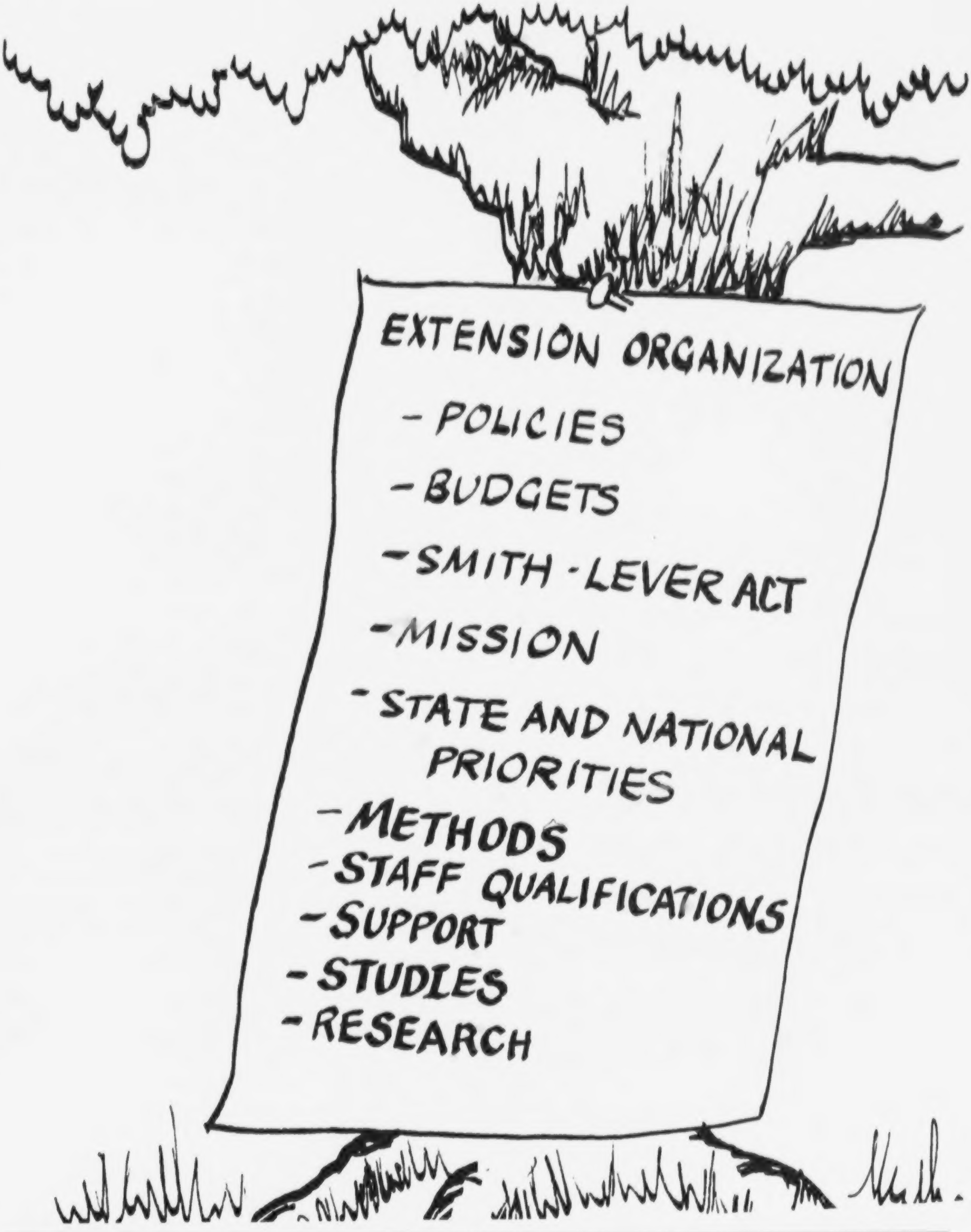
UNITED STATES
ALASKA
HAWAII

ADAMS
READINESS

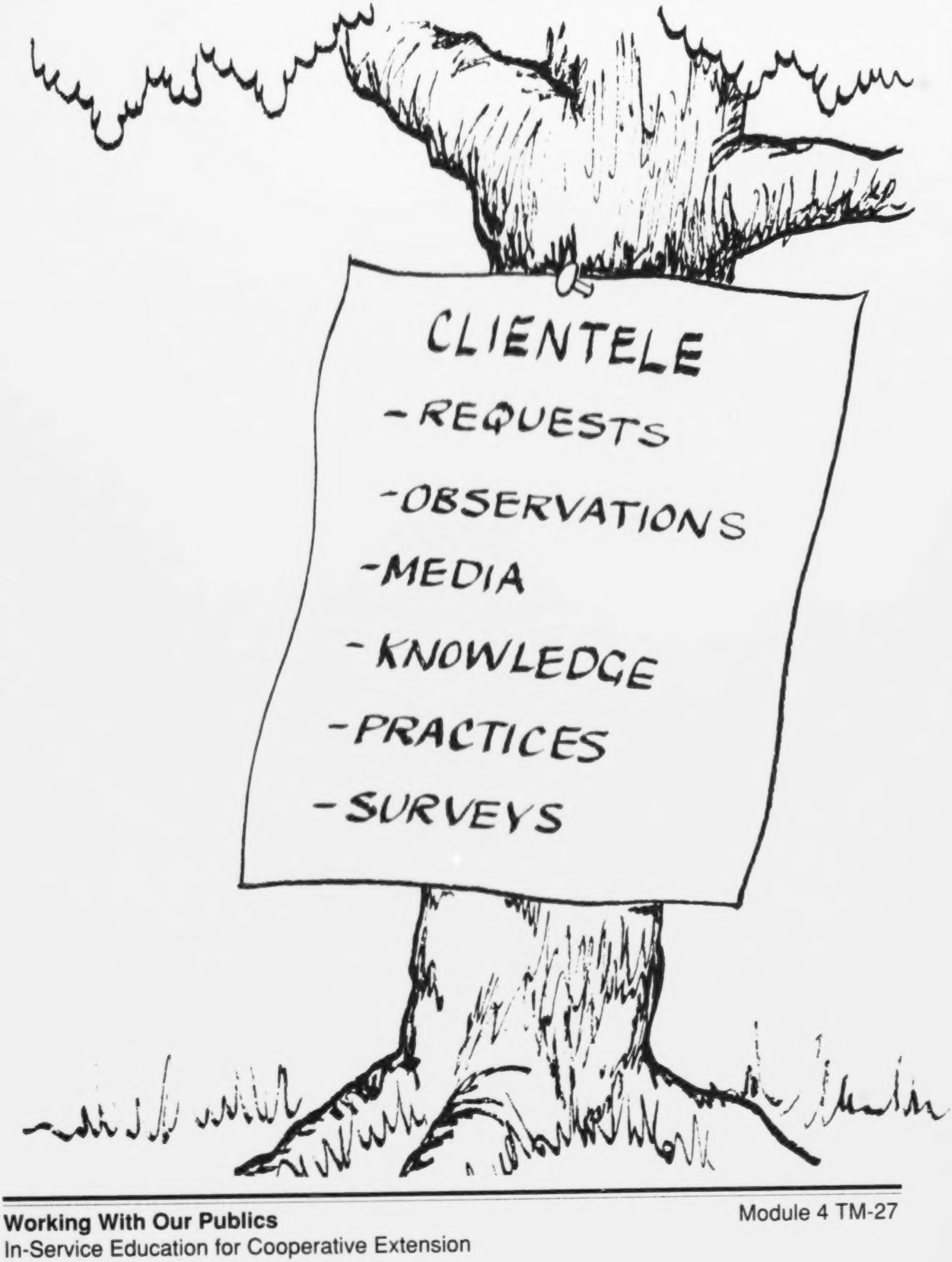


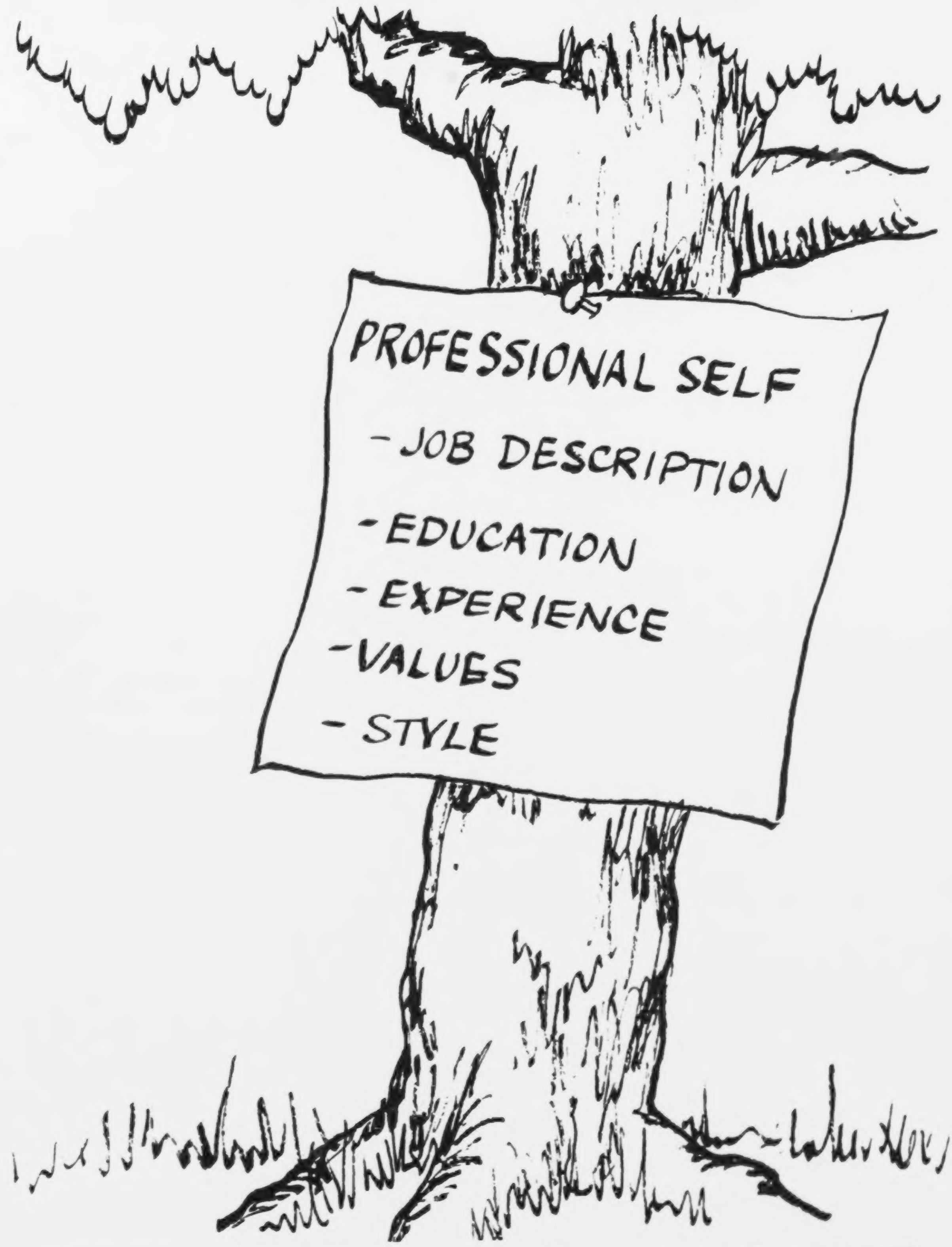
	MACRO	MICRO
EXTERNAL	Societal/ Community	Clientele
INTERNAL	Extension Organization	Professional Self


SOCIETAL/COMMUNITY
-POLICIES
-LAWS
-OTHER AGENCIES
-BUDGETS
-NEEDS
-CENSUS
-ELECTIONS
-SURVEYS
-INTERNATIONAL
-MEDIA



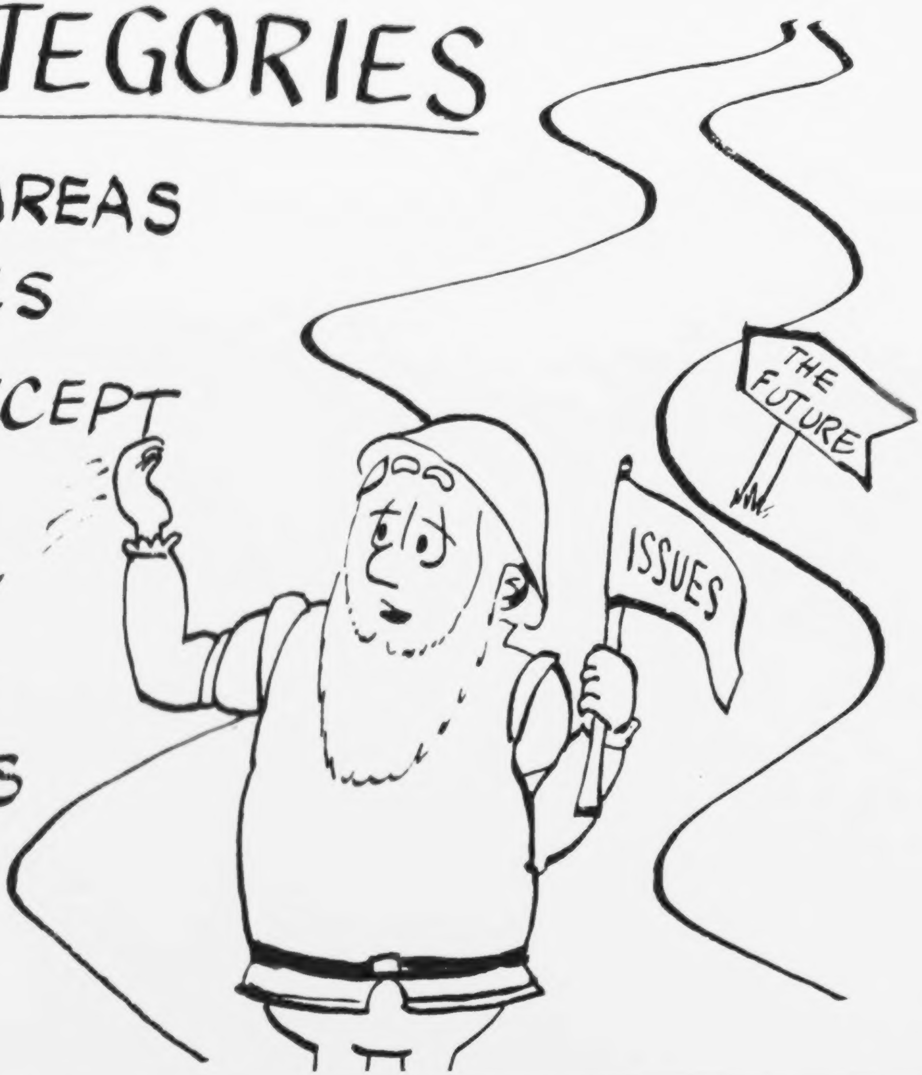
EXTENSION ORGANIZATION
- POLICIES
- BUDGETS
- SMITH - LEVER ACT
- MISSION
- STATE AND NATIONAL PRIORITIES
- METHODS
- STAFF QUALIFICATIONS
- SUPPORT
- STUDIES
- RESEARCH

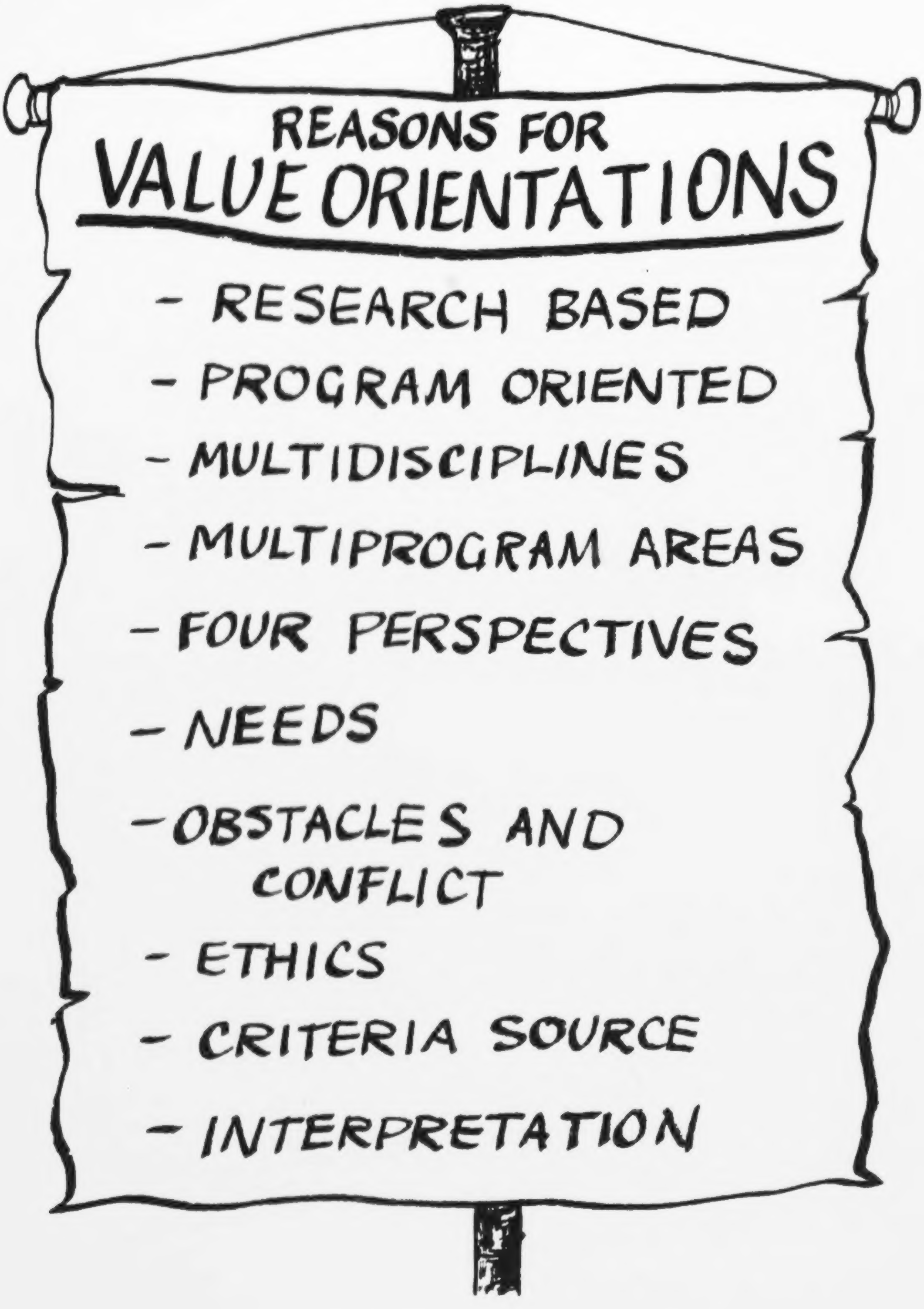

CLIENTELE
-REQUESTS
-OBSERVATIONS
-MEDIA
-KNOWLEDGE
-PRACTICES
-SURVEYS


PROFESSIONAL SELF
- JOB DESCRIPTION
- EDUCATION
- EXPERIENCE
- VALUES
- STYLE

PAST CATEGORIES

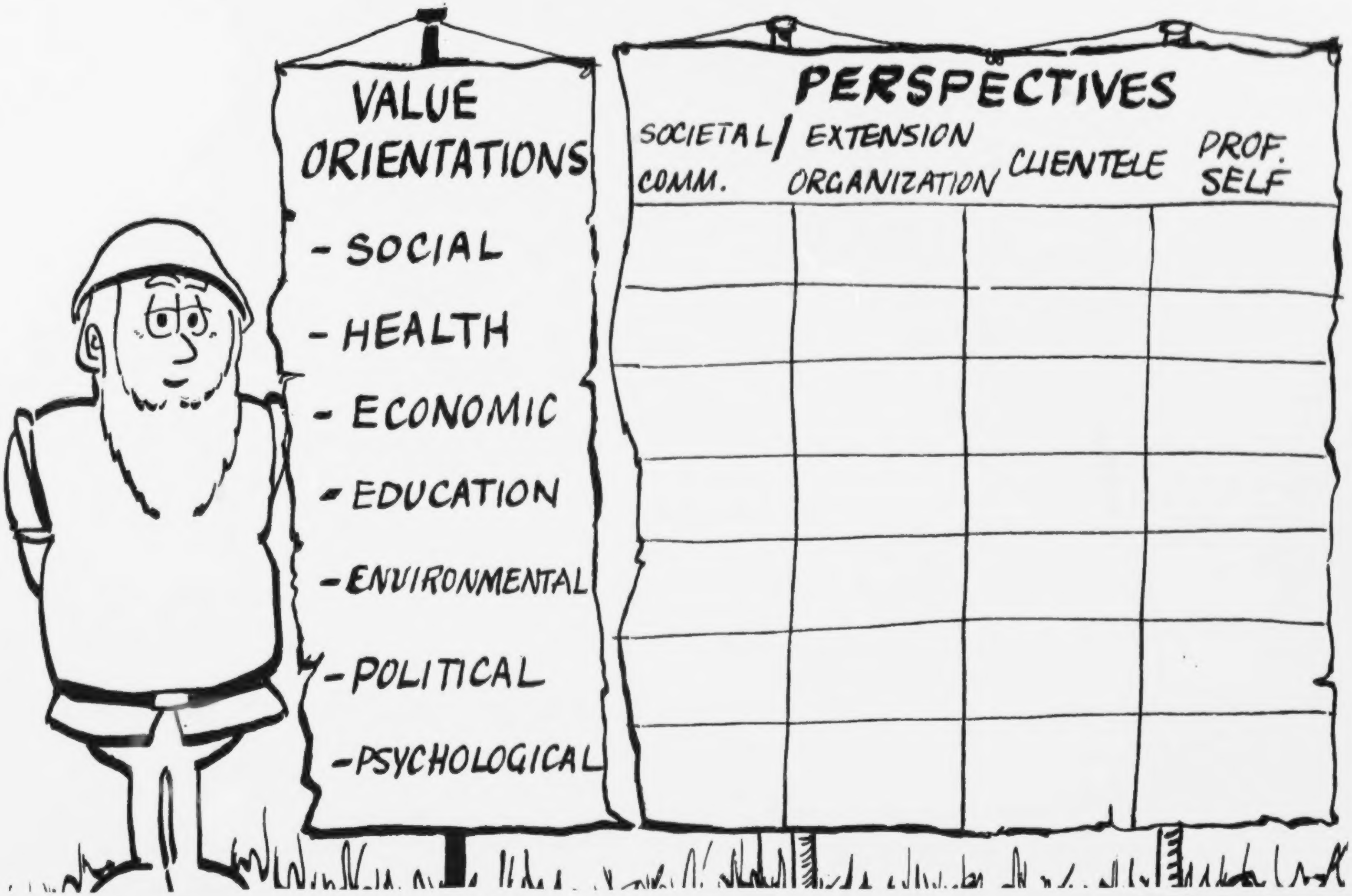
- PROGRAM AREAS
- DISCIPLINES
- BROAD CONCEPT AREAS
- COMMUNITY FUNCTIONS
- INSTITUTIONS
- LEARNERS





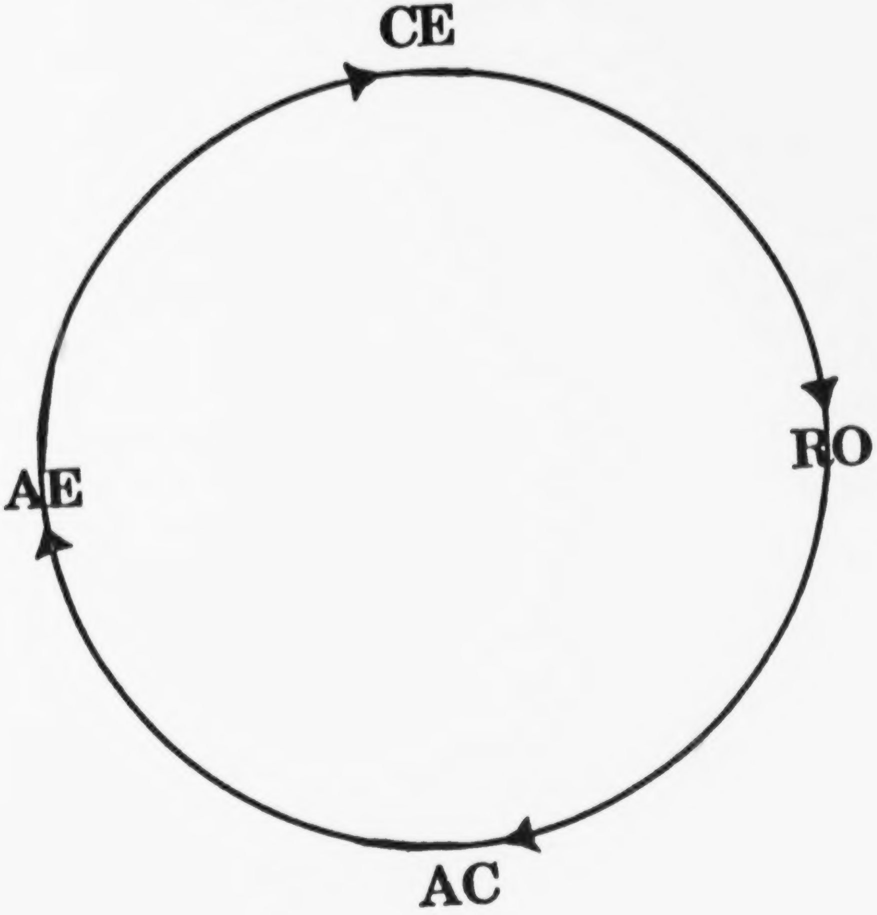
REASONS FOR
VALUE ORIENTATIONS

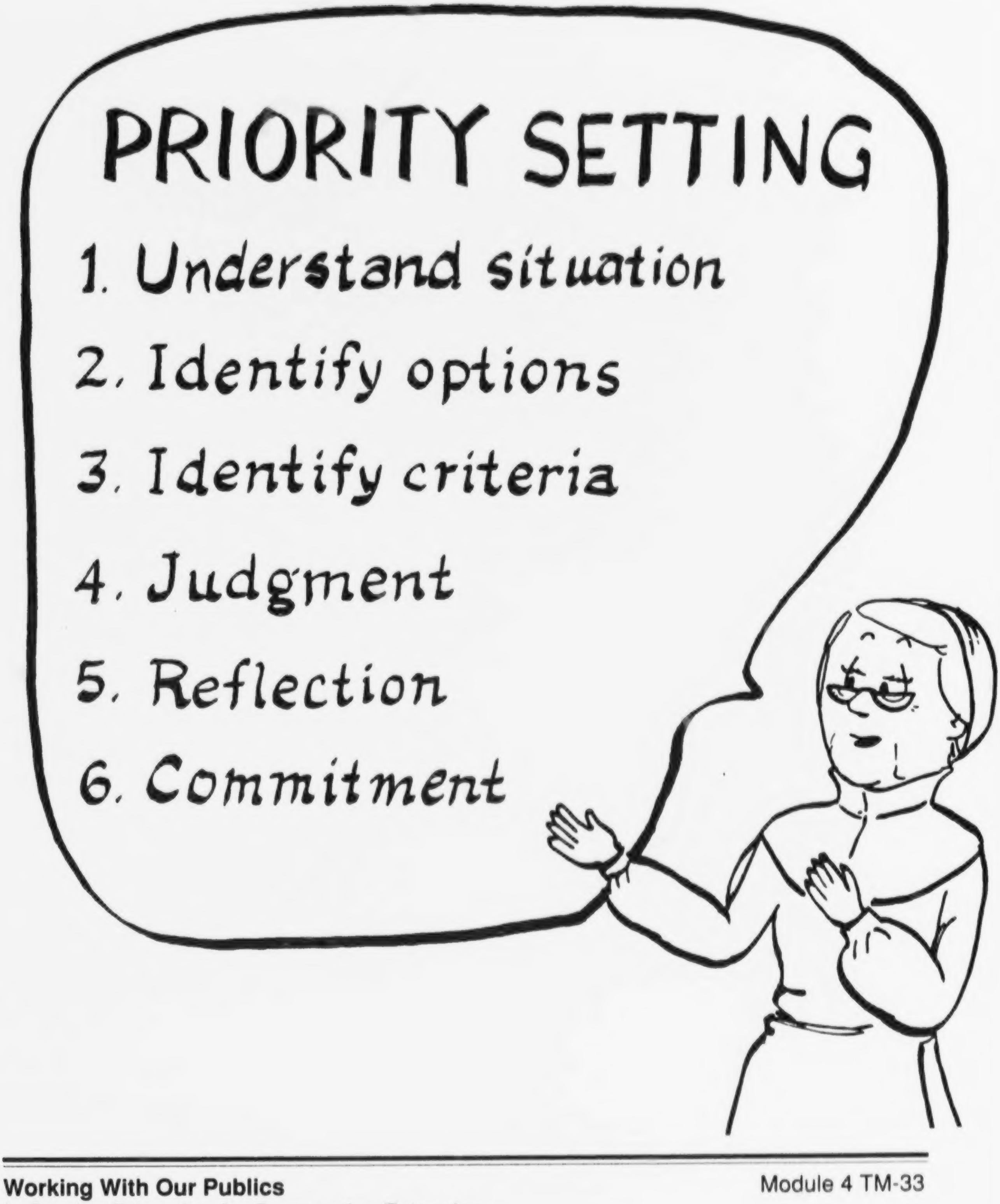
- RESEARCH BASED
- PROGRAM ORIENTED
- MULTIDISCIPLINES
- MULTIPROGRAM AREAS
- FOUR PERSPECTIVES
- NEEDS
- OBSTACLES AND CONFLICT
- ETHICS
- CRITERIA SOURCE
- INTERPRETATION


VALUE ORIENTATIONS
- SOCIAL
- HEALTH
- ECONOMIC
- EDUCATION
- ENVIRONMENTAL
- POLITICAL
- PSYCHOLOGICAL
PERSPECTIVES
SOCIETAL/ COMM.
EXTENSION ORGANIZATION
CLIENTELE
PROF. SELF

Experiential Learning Model

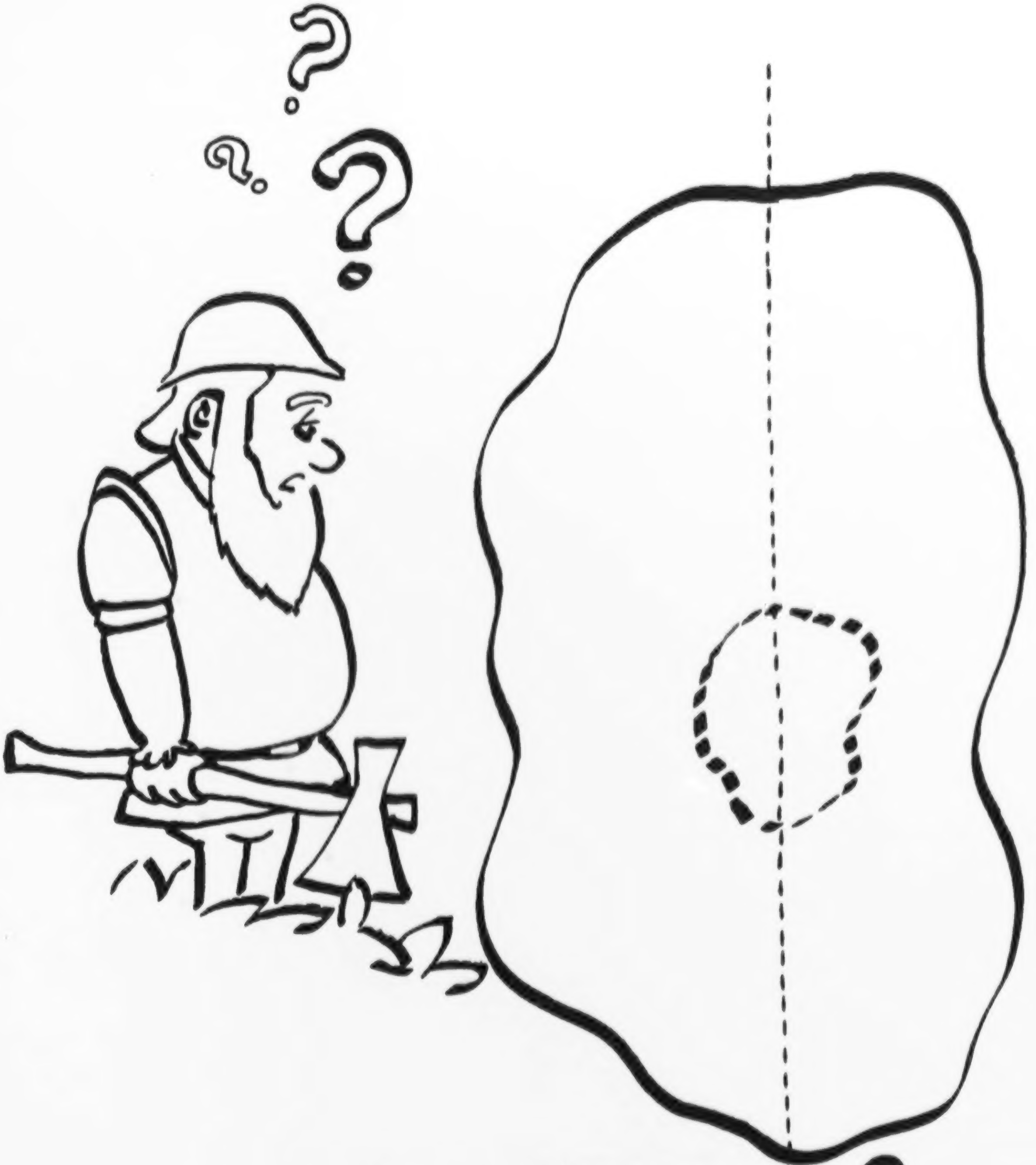
(Kolb, 1984)





PRIORITY SETTING

1. Understand situation
2. Identify options
3. Identify criteria
4. Judgment
5. Reflection
6. Commitment



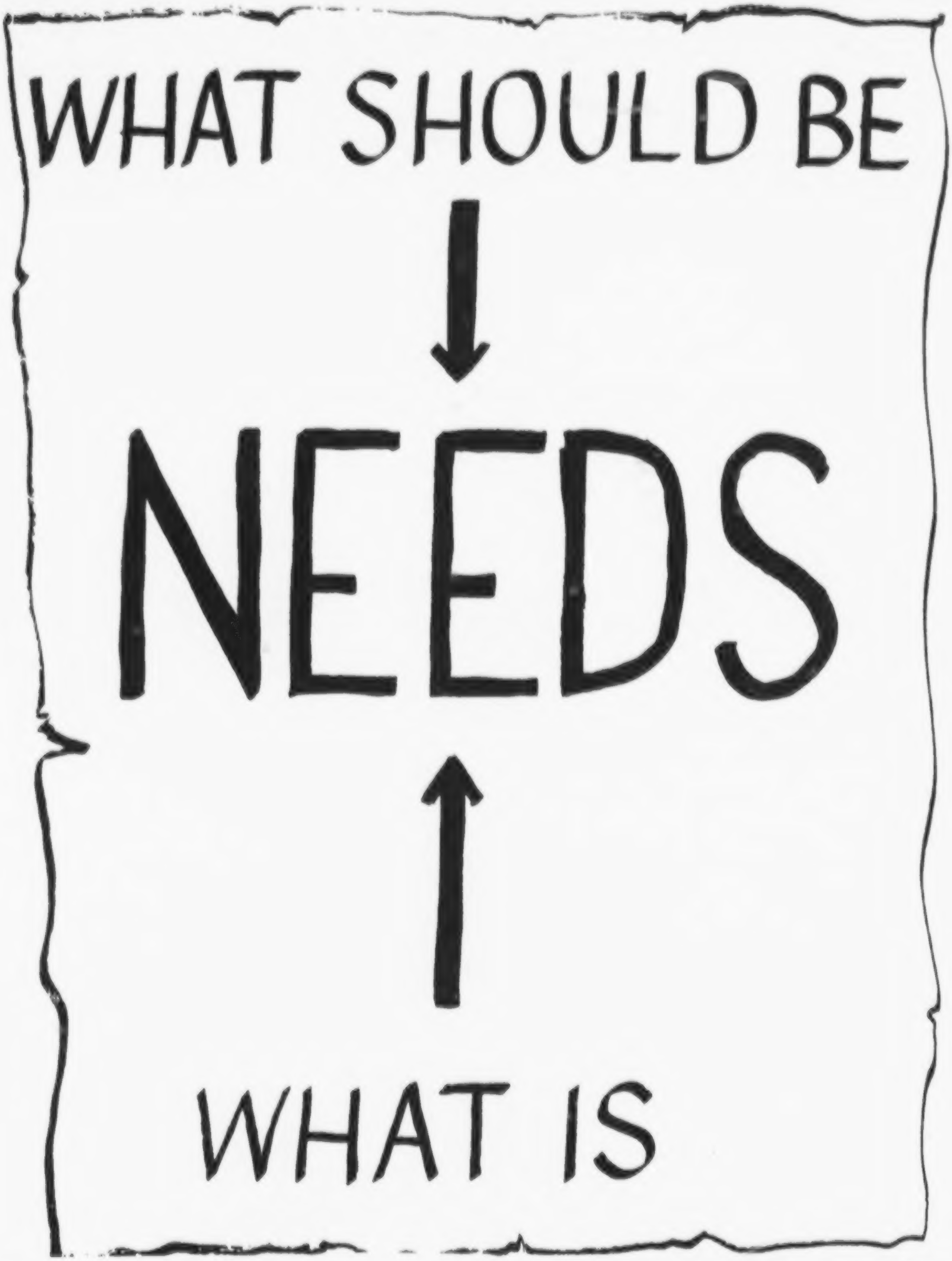
A SITUATION ?

PROGRAM

A planned sequence of educational experiences.

PLANNING

Making value choices or setting priorities as to what Extension programs should be in the future.



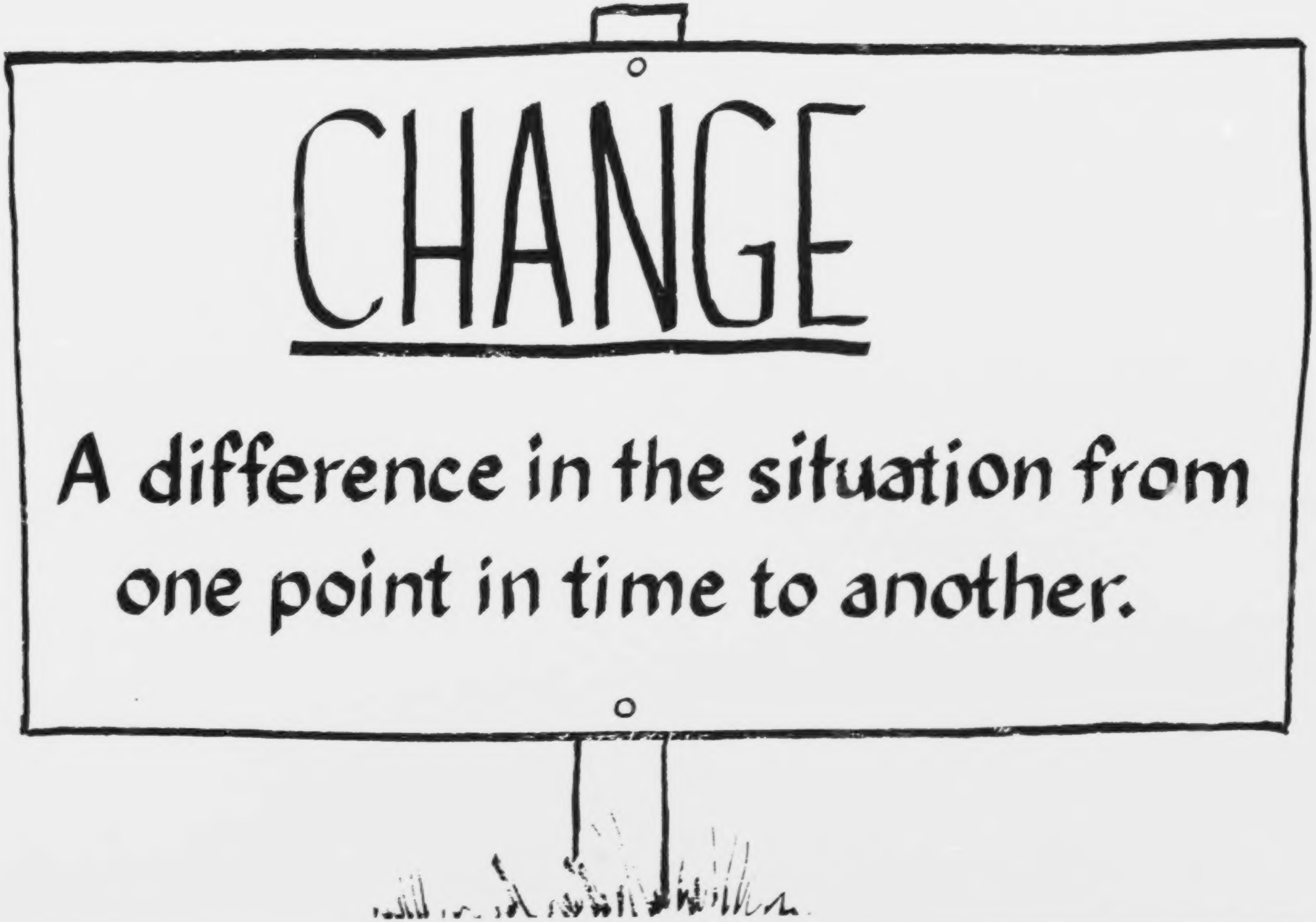
WHAT SHOULD BE

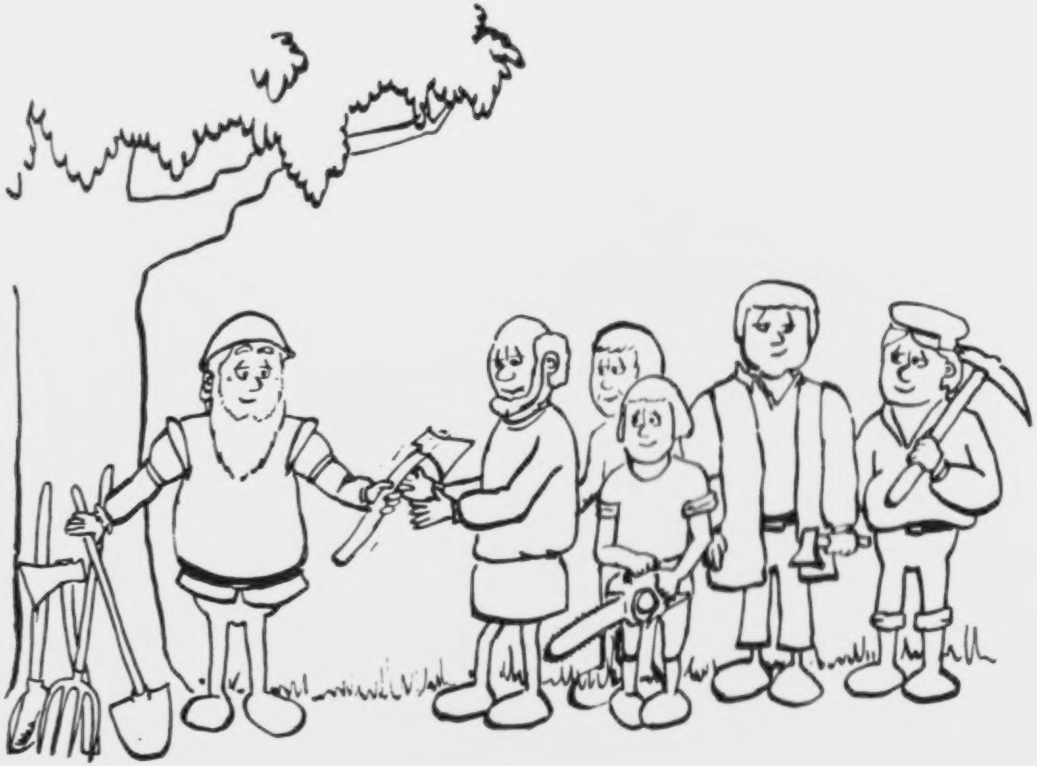
↓

NEEDS

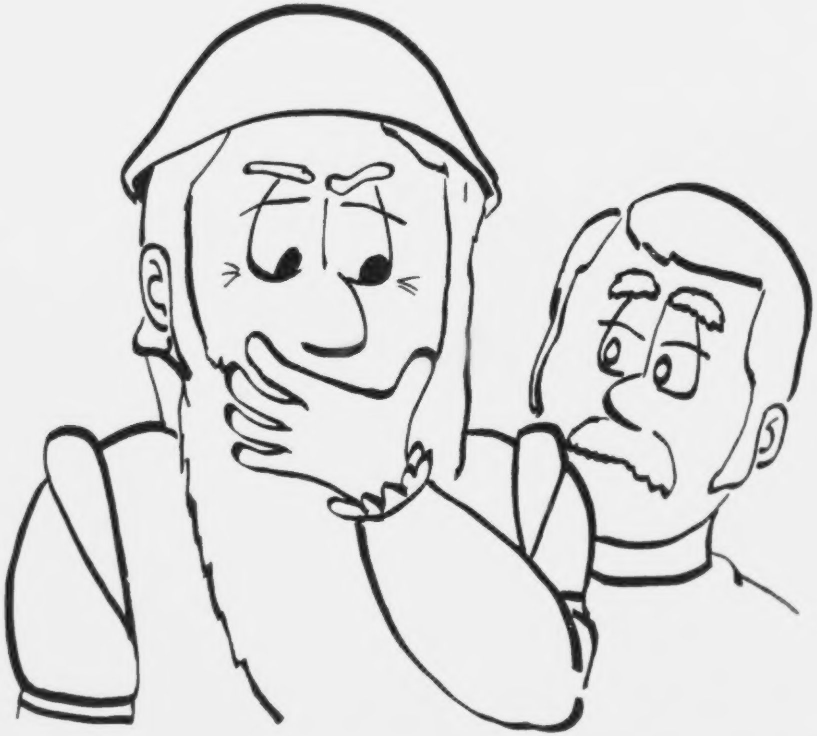
↑

WHAT IS

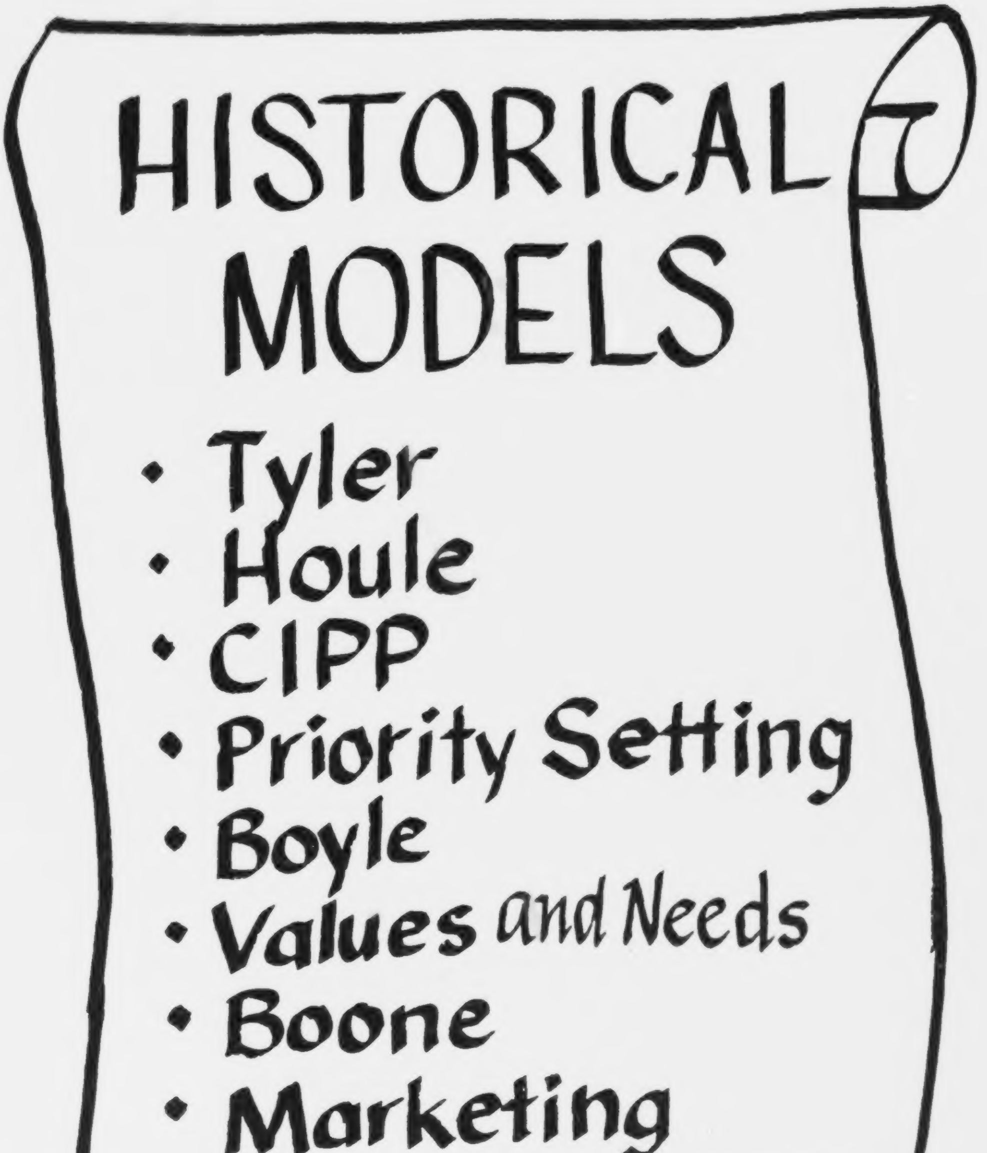

CHANGE
A difference in the situation from one point in time to another.



Plan for the situation

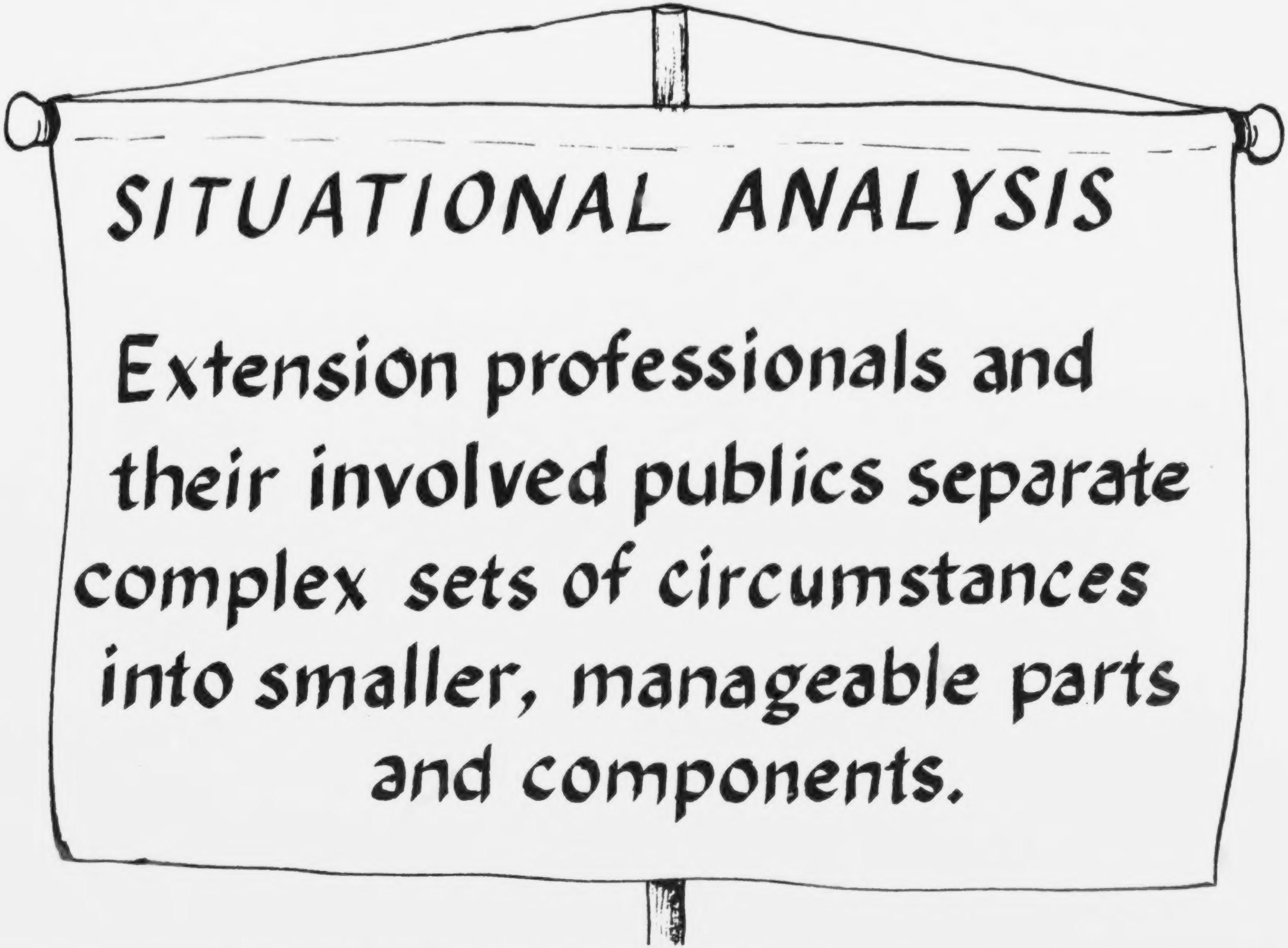


SITUATIONAL ANALYSIS?



HISTORICAL MODELS

- Tyler
- Houle
- CIPP
- Priority Setting
- Boyle
- Values and Needs
- Boone
- Marketing



SITUATIONAL ANALYSIS

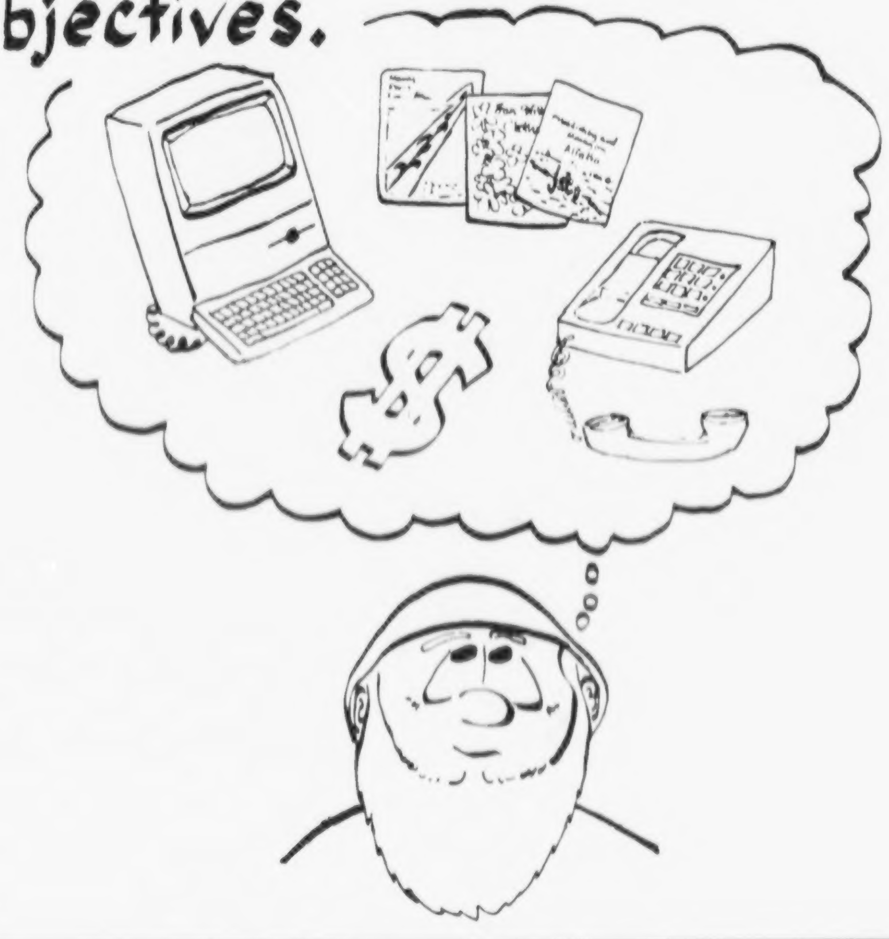
Extension professionals and their involved publics separate complex sets of circumstances into smaller, manageable parts and components.

Situational analysis enables more complete observations, understanding, interpretations, and judgments of various parts and their relationships to each other and their environments.

Situational analysis should result in a list of high-priority, realistic goals/objectives based on data, logical reasoning, and judgments understood and supported by our publics.

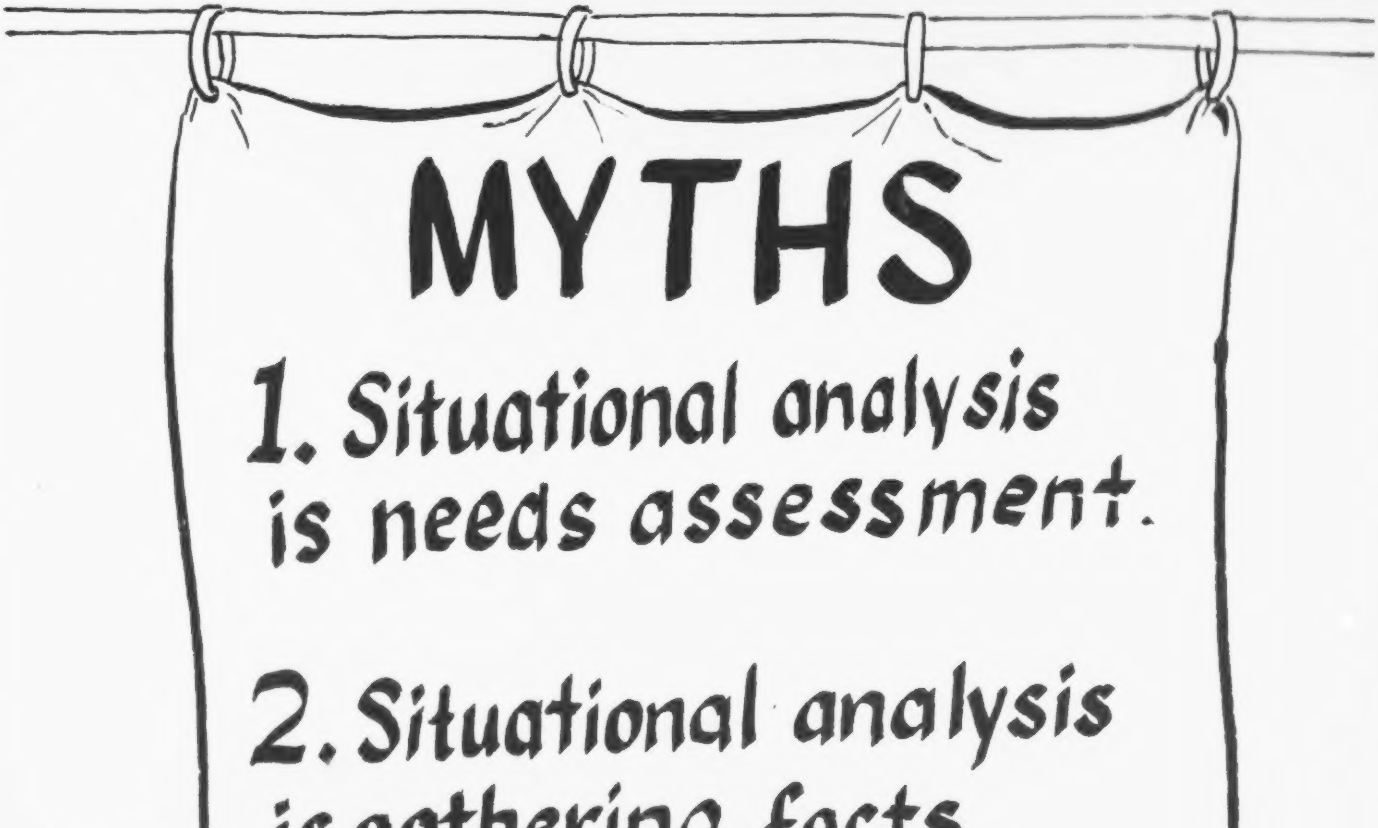
PROCESS

The dynamic, interactive, and experiential series of thoughts, actions, and decisions leading to educational goals and objectives.



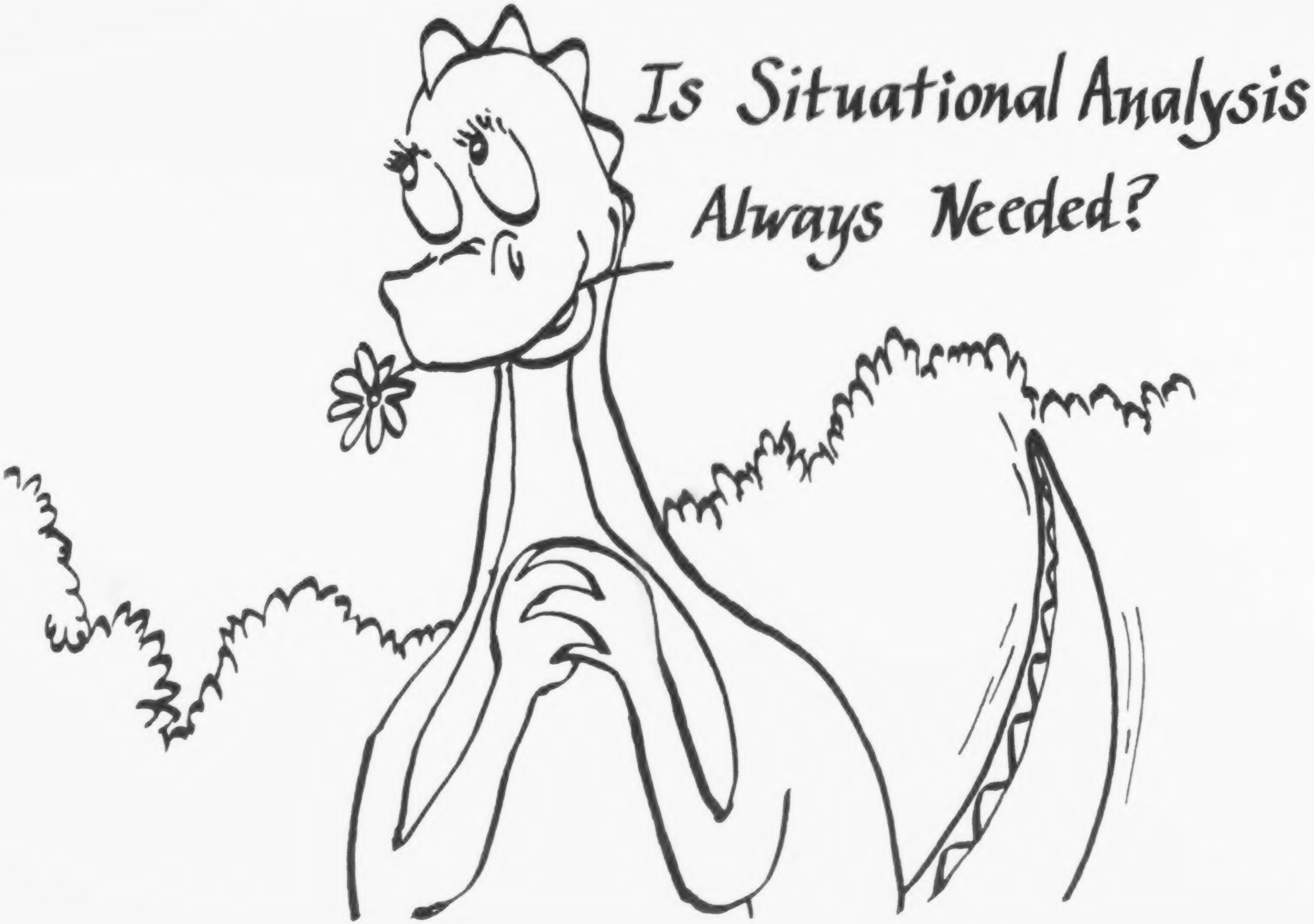
BARRIERS

1. PHYSICAL
2. SOCIAL
3. PSYCHOLOGICAL
4. MYTHS

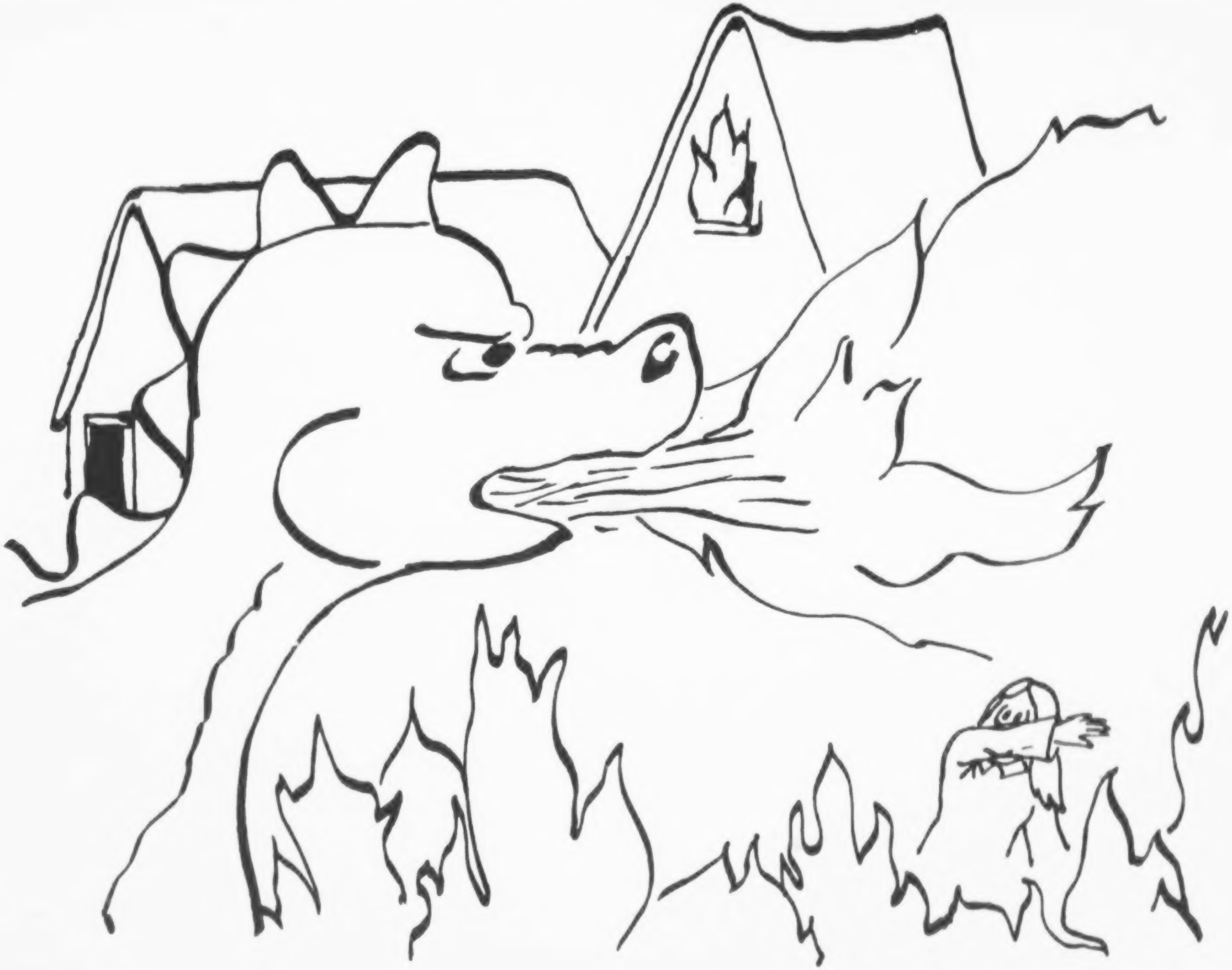


MYTHS

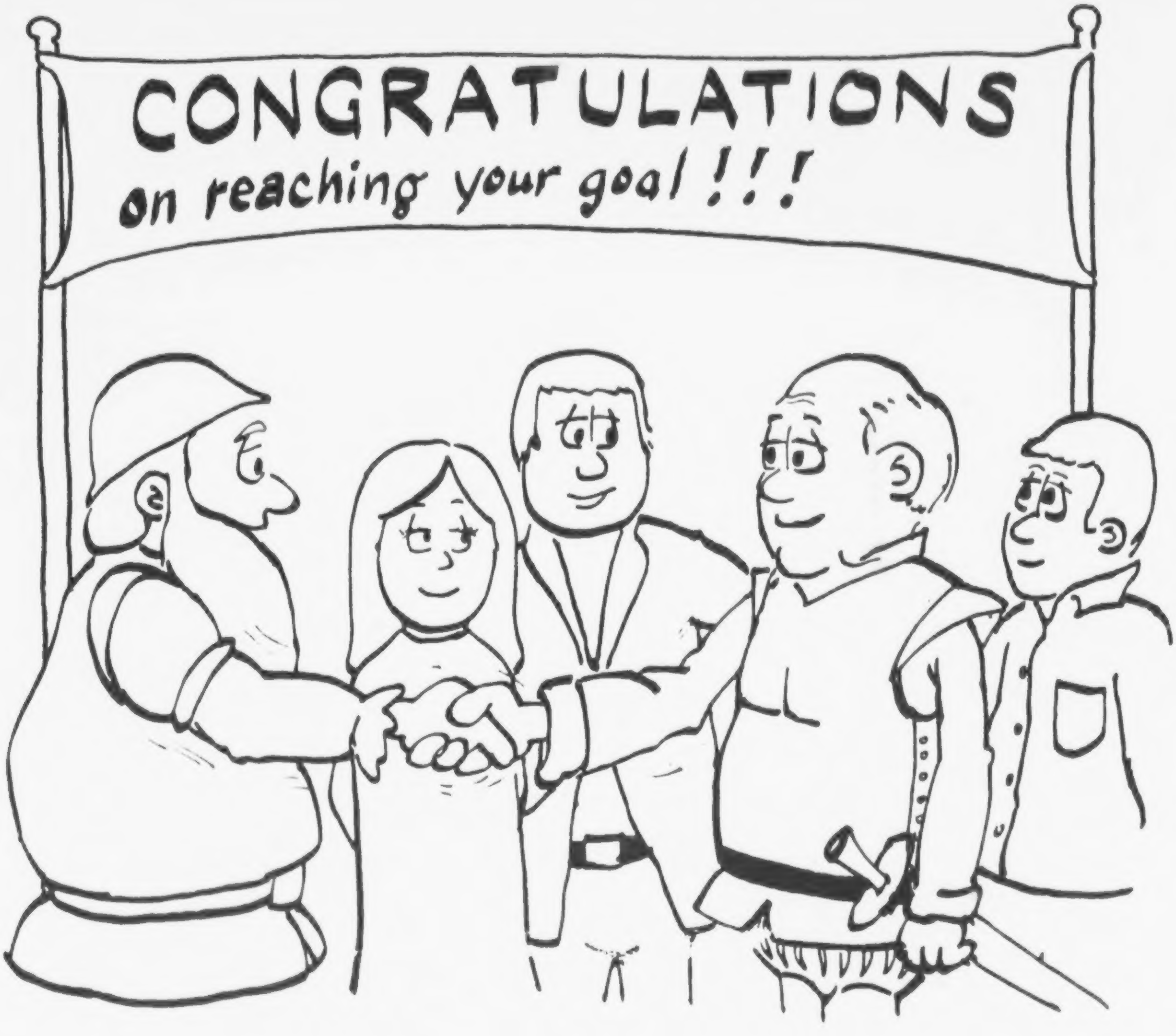
1. Situational analysis is needs assessment.
2. Situational analysis is gathering facts and statistics.
3. Situational analysis is only a structured process.



Is Situational Analysis Always Needed?



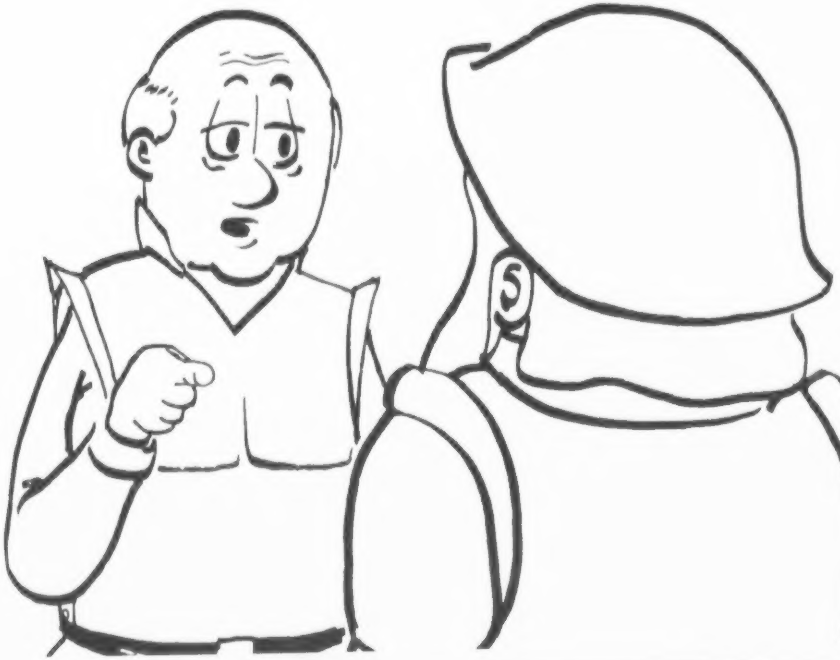
Is situational analysis realistic in a crisis?


CONGRATULATIONS
on reaching your goal !!!

SITUATIONAL ANALYSIS RESULTS IN GOALS AND OBJECTIVES

PERSONALITY STYLE

Individual differences in the way that people perceive and make judgments.

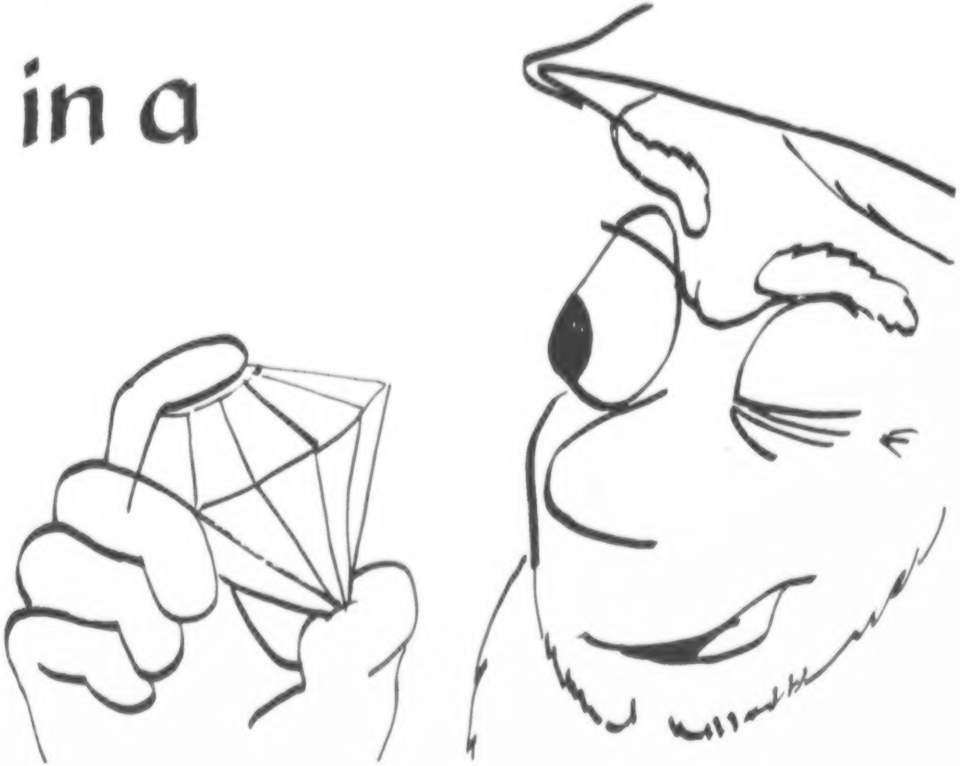


VALUE ORIENTATIONS

Sets of basic beliefs or assumptions that guide a person's thinking and behavior.

PERCEPTION

Determines what people see in a situation.

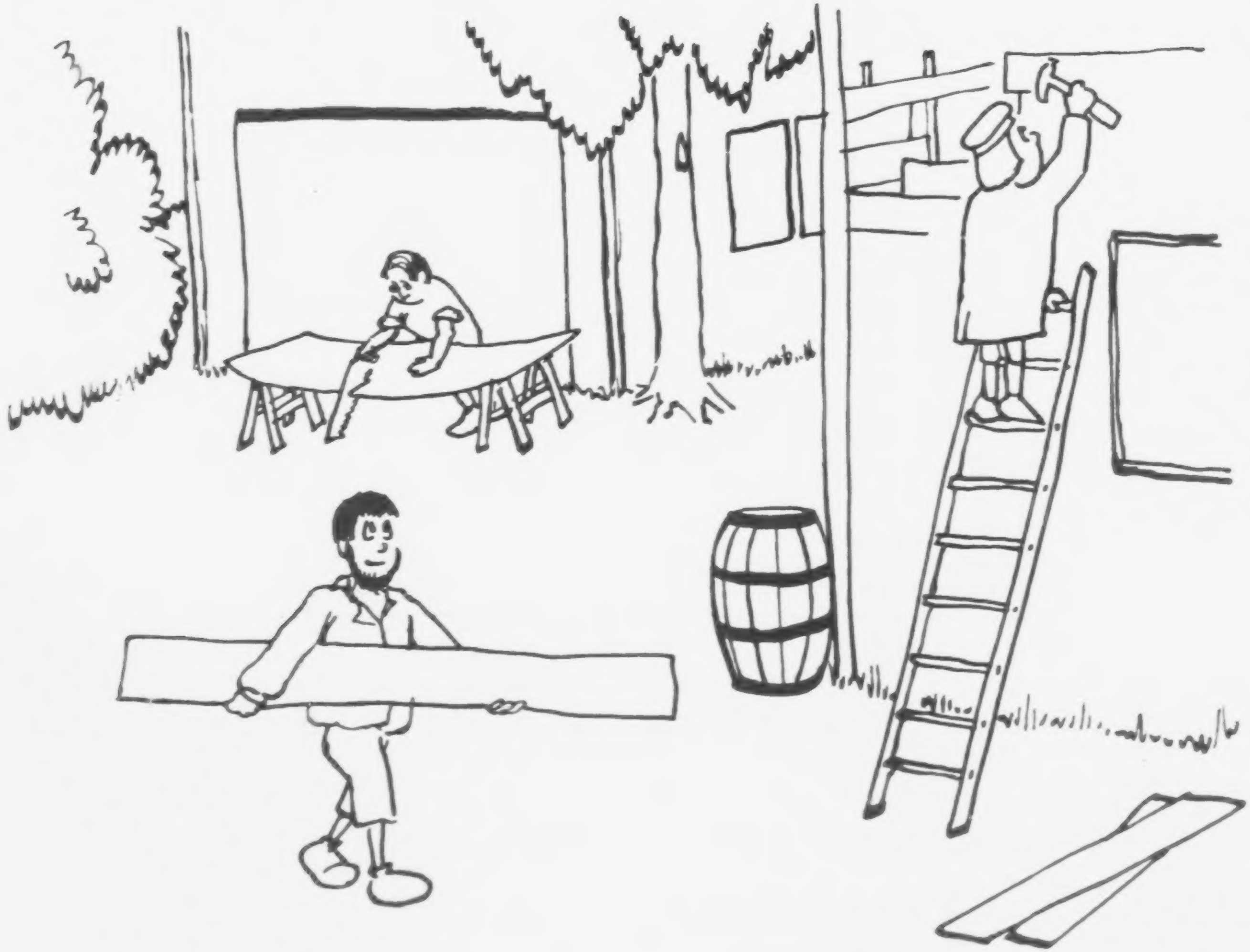


MacTavish

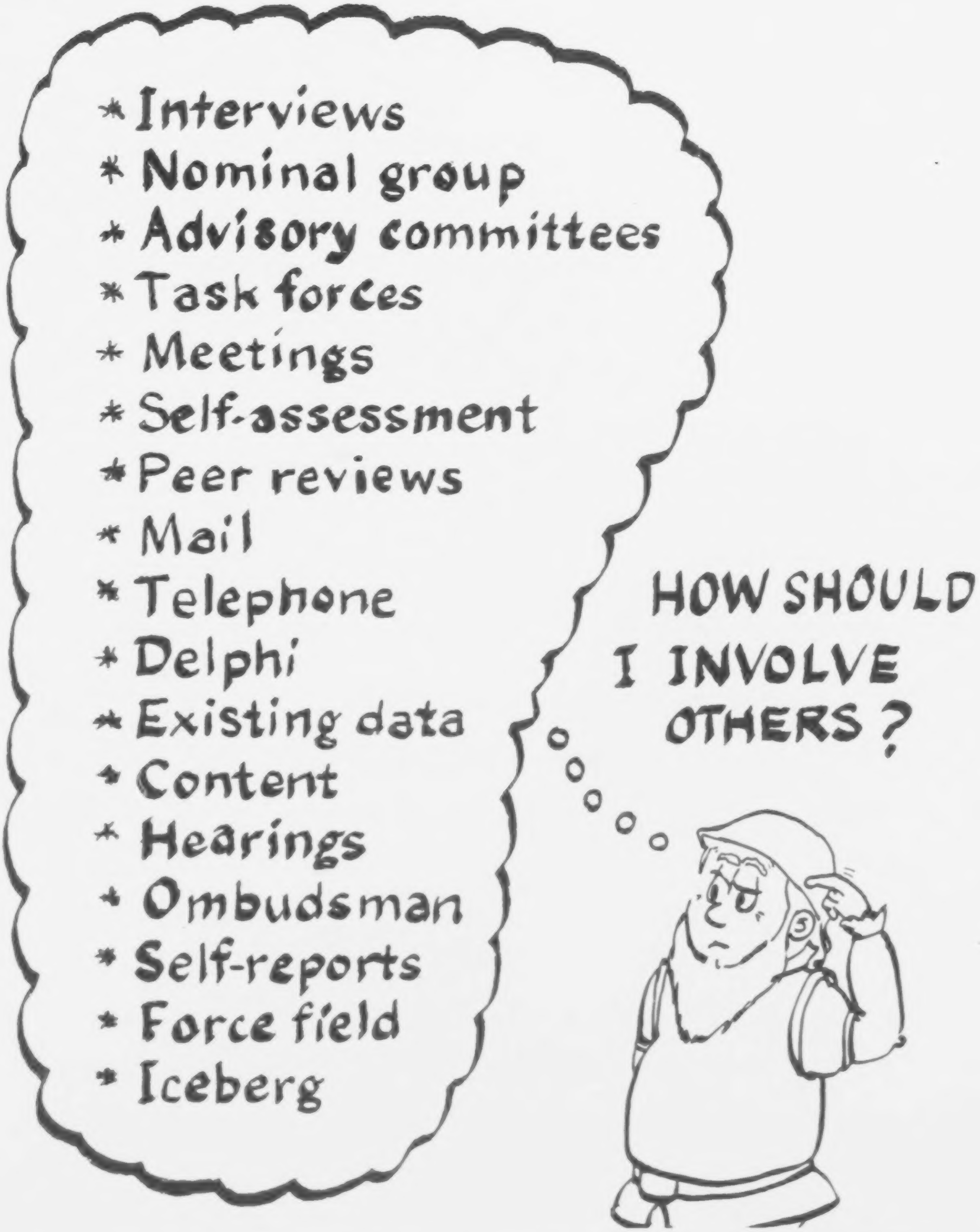
MacDonald

MacIntire

MacHinery



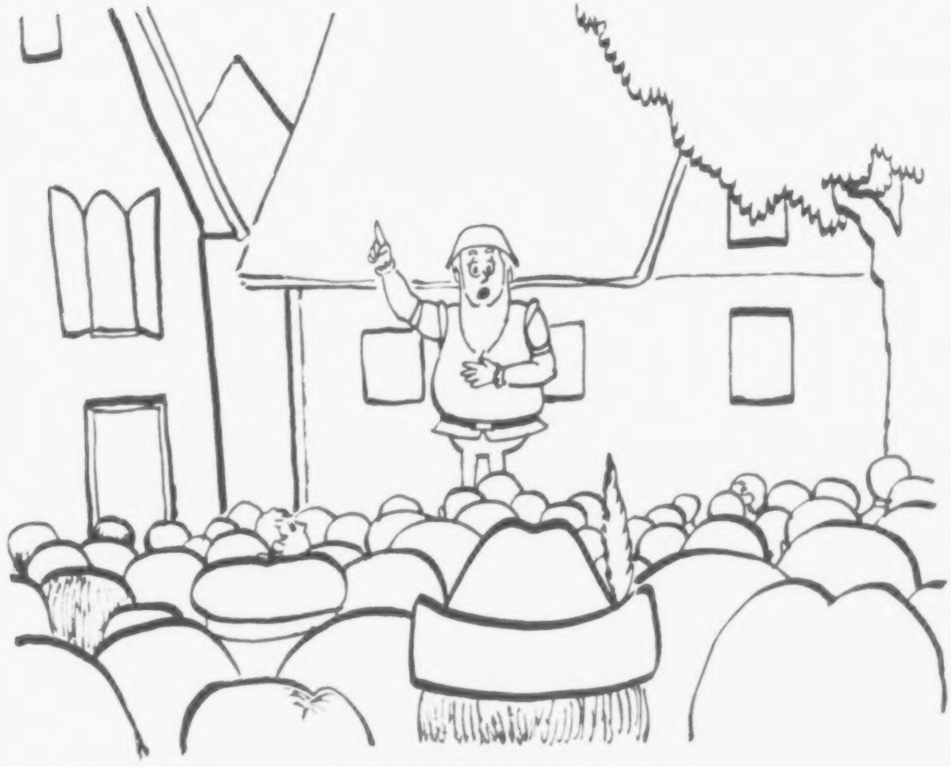
Involvement means working together.


* Interviews
* Nominal group
* Advisory committees
* Task forces
* Meetings
* Self-assessment
* Peer reviews
* Mail
* Telephone
* Delphi
* Existing data
* Content
* Hearings
* Ombudsman
* Self-reports
* Force field
* Iceberg
HOW SHOULD I INVOLVE OTHERS?

INVOLVING OUR PUBLICS

- People are always involved.
- Responsibility to involve publics.
- Involvement is purposeful.

WHO TO CHOOSE?



INVOLVEMENT TECHNIQUES

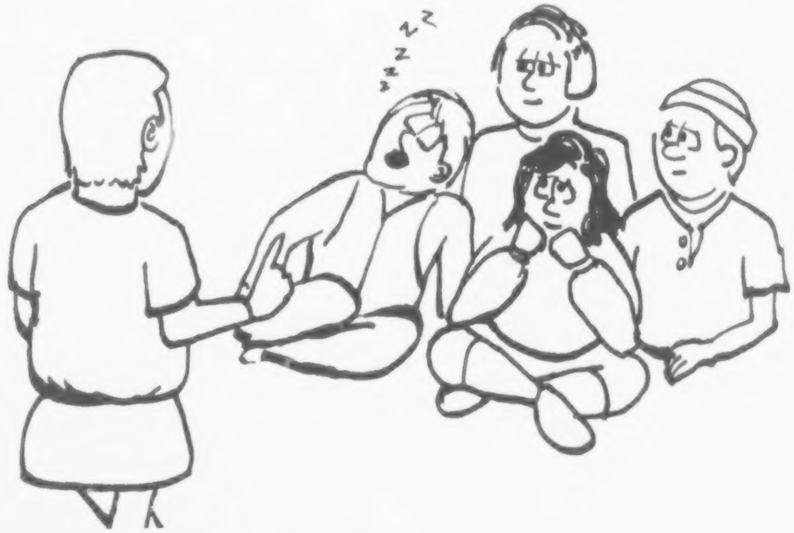
- Surveys
- Group meetings
- Formal groups
- Existing data

SURVEYS

- Mail
- Telephone
- Personal Interview

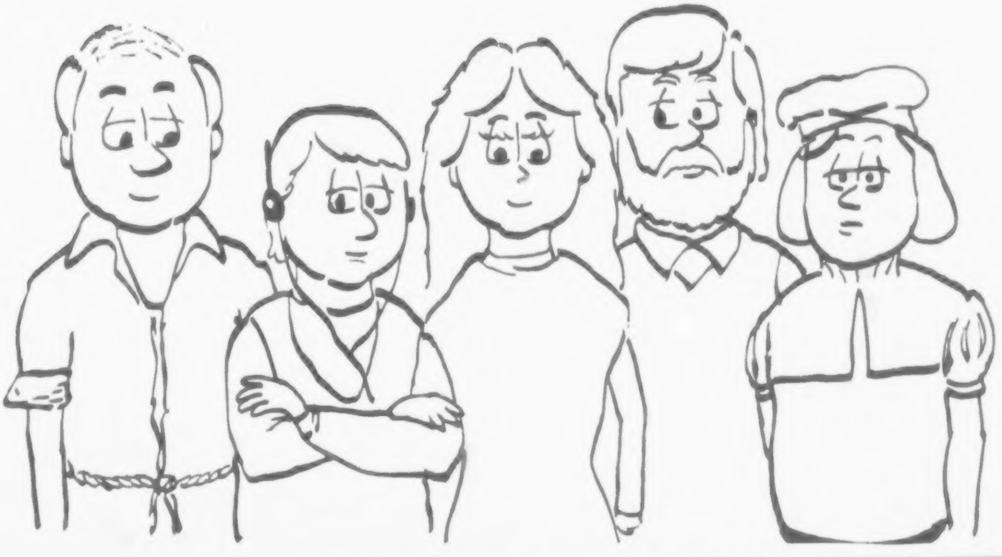
GROUP MEETINGS

- Creative brainstorming
- Nominal group technique
- Interviews
- Formal hearings



FORMAL GROUPS

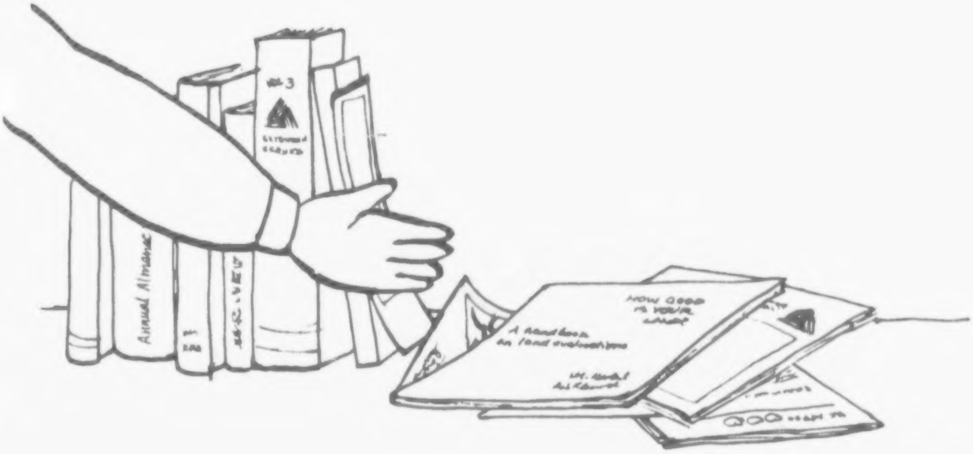
- Advisory councils
- Task forces
- Committees
- Associations



EXISTING DATA

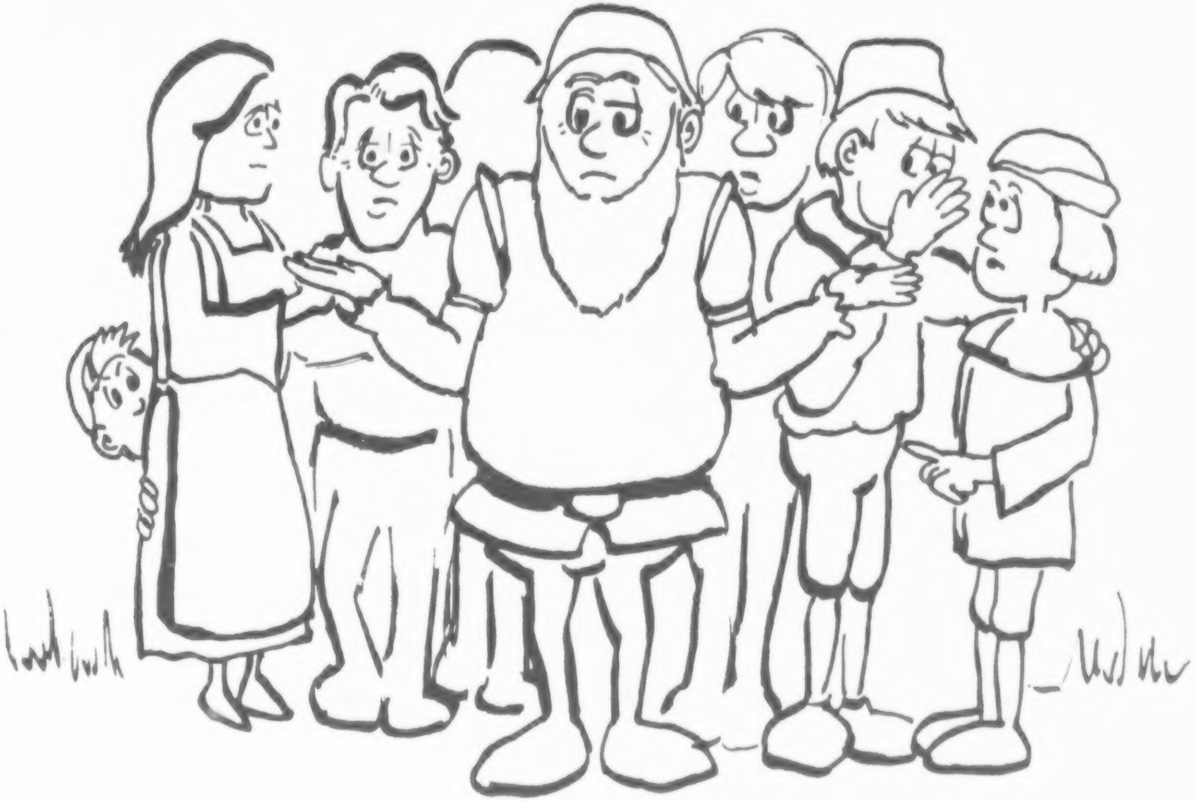
Content analysis of:

- newspapers
- television programs
- radio programs
- magazines
- newsletters


Annual Almanac
Vol 3
A Handbook on land evaluation
How good is your land

QUESTIONS

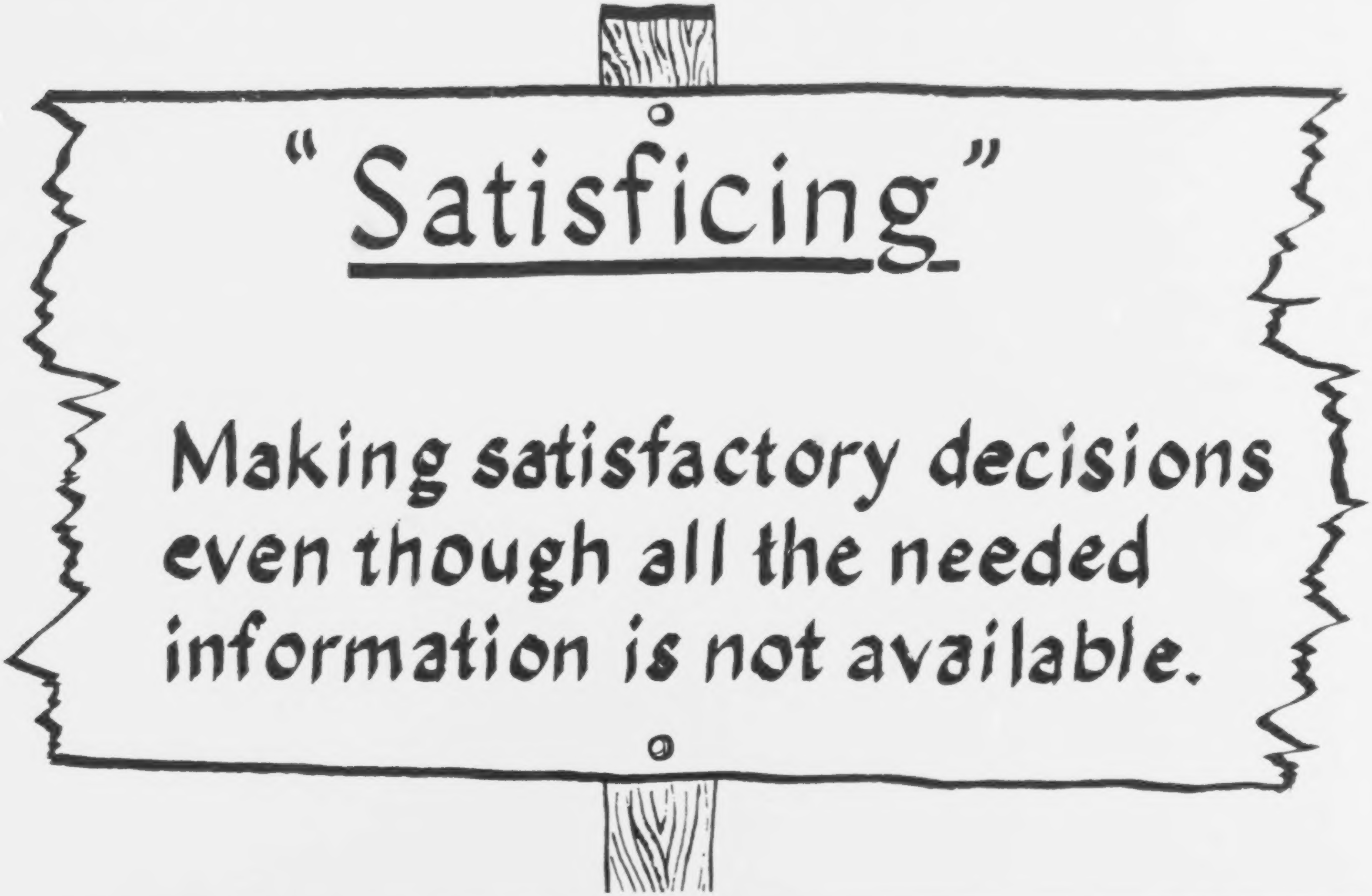
- Who is doing what?
- What do people know?
- How do people feel?
- What are people doing about...?
- Who has power and influence?
- What resources are available?
- What do people expect?



MAKING JUDGMENTS

JUDGMENT

Determines what people decide to do about the situation.



"Satisficing"

Making satisfactory decisions even though all the needed information is not available.

TIP Sheet 1
Experiential Learning Model

Experiential learning (Kolb, 1984) can be easily applied to in-service training. The Leader's Guide includes activities to facilitate the experiential learning process. The leader's effectiveness will be greatly enhanced if the process summarized here is kept in mind and used throughout the workshop.

The Experiential Learning Model (Kolb, 1984) says learning occurs in a cyclical, four-stage process (see Figure 1). The learning process begins with Stage 1—a real, *concrete experience* (CE) in which the learner is involved in media presentations, self-analysis, case studies, role-playing, and demonstrations. This experience might be an activity at the workshop or a real experience that occurred prior to the workshop.

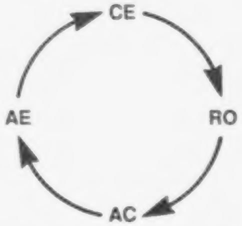


Figure 1. The Experiential Learning Model (Kolb, 1984)

The CE stage includes ideas to help the learner reflect and make *reflections/observations* (RO) in Stage 2. The reflection stage includes individual work on a problem, idea, or situation during the training session. The time during the RO stage might be planned as individual activity or as participants prepare to discuss a topic in groups. The RO stage also occurs during lecturettes and media presentations.

Reflections and observations are processed by the learner during Stage 3—*abstract conceptualizing* (AC). These abstract concepts include hypotheses, generalizations, conclusions, formulas, models, and reasons or explanations. This AC process is linked directly to RO, and occurs during the same types of activities. Abstract concepts result simultaneously from reflection and observation.

Learners test the abstract concepts during Stage 4—*active experimenting* (AE). AE occurs in a training session when concepts are applied to cases, personal or program situations, games, simulations, and other activities in which the learners are involved and can actively test their ideas. AE results evolve into concrete experiences (Stage 1), which then are evaluated (Stage 2), thus continuing the process in a cyclical manner.

Individuals vary as to which of the four stages of the experiential learning process they find easier, more effective, and more interesting. These individual differences are considered the person's learning style. Be aware that an activity might be accepted easily by some people and resisted; by others because of their learning styles.

Learners usually will be more comfortable with their learning modes. For example, persons who prefer active experimenting might enjoy role-playing, and probably will be very good at it. A person who prefers reflective observation might be uncomfortable in role-playing and might not be very good at acting out a role. The differences in comfort and skill level for a particular learning activity will results in differing individual reactions. These differences are natural, so the leader should not be overly concerned if some individuals resist certain learning experiences. Workshop-leaders need to encourage and support individuals' responses, while ensuring a constructive experience for the group.

In summary, consider how the learners will best be served. How the material is adapted, how group interaction occurs, and how training evaluation occurs will be affected directly by whether or not leaders consider the overall learning process as well as the individual and group needs.

—Adapted from Kolb (1984).

Tip Sheet 2
Involvement Checklist

1. Have you involved publics that hold various value orientations in your program planning? (Check *all* that apply).

____ Social
____ Health
____ Economic
____ Education
____ Environmental
____ Political
____ Psychological

2. Have you involved all the perspectives? (Check *all* that apply).

____ Societal/community (macro external)
____ Extension organization (macro internal)
____ Clientele (micro external)
____ Professional self (micro internal)

3. What other people or organizations should be involved? (Check *all* that apply).

____ Minority or ethnic groups
____ Special-interest groups
____ People with low socioeconomic status
____ People with high socioeconomic status
____ People who are not Extension clientele
____ All ages, from children to older adults
____ Both sexes, regardless of topic and associated stereotypes (e.g., also ask women how the agricultural economy is performing)
____ Other: ____

4. Are the different personality styles involved?

TIP Sheet 3
Asking the Right Question

"Reason can answer questions,
imagination has to ask them."
—Ralph N. Gerard

"If that was the answer—
what was the question?"
—Lorna Opotaw

Shooting questions at a problem
is taking the offensive.
—Hanks and Parry

Guidelines

1. Do you know your value orientations and what is important, and are you asking questions from those value orientations?
2. Are you aware of value orientations that differ from your own, and are you asking those questions?
3. Do you know different perspectives from which questions can be asked, and are you asking those questions?
4. Do you have the key words in the questions? Who? What? Why? Where? When? Which? How? So what?
5. Have you practiced asking questions?
6. Do the questions relate directly to an issue or problem?
7. Do others "piggyback" on your questions?
8. Are your questions generating new and different options? New answers?
9. Are these the right questions?

If you are not answering "yes" to all these questions, review the list of questions you are studying in your situational analysis.

387

TIP Sheet 4
Developing Survey Questions

1. Collect only data for which you have a use. State clearly in the survey how you will use the data.
2. Make directions clear and concise.
3. Sequence the questions logically:

First, introductory, easy, nonprovoking, nonsensitive questions (e.g., Are you familiar with the Extension Service?).

Second, key topic, issue, or most useful questions in order of usefulness (e.g., What are your beliefs, knowledge, and practices about ___________?).

Third, demographic, personal, threatening questions (e.g., What is your income, age, beliefs about sex or religion?)

4. Keep similar topic questions together and in a logical order.
5. Keep questions clear, direct, and of few words.
6. Use words familiar to respondents, not Extension or research jargon. Examples are:

- Hog *feed ration* instead of *diet*.
- Steps to *correct* situation, not to *rectify* it.
- How do you use your *free* time, not *leisure*.

7. Use consistent or the same format or types of questions. Do not switch from yes/no, to written essay, to M-C, and so forth.
8. Have respondents check or circle answers to most items to reduce the amount of writing.
9. Use questions that require written answers only:

- To solicit fresh, new ideas.
- When you cannot predict answers.
- When too many categories exist.
- When you need notes.

388

10. Avoid leading or biased questions

> *No:* Most farmers use weed spray, don't they?
>
> *Yes:* Some farmers use weed spray; some do not. Do you?*(or)* To what extent, if at all, do farmers in your area use weed spray?

11. Use contextual material to overcome objectionable questions (e.g., Some farmers have been experiencing money difficulties; others have not. Some feel these difficulties are the farmers' own fault, and many believe it is others who are to blame. How do you feel about the source of farmer money problems?

12. Avoid multiple interpretation questions; e.g., Did you get all the information from your Extension call, or would you have to call again? (*Clue:* What does the answer "yes" mean?)

13. Avoid vague questions:

> *No:* Where was he bitten? (Answer: Behind the barn or on the leg.)
>
> *Yes:* On what part of his body was he bitten?

14. Be polite. Use "please" and "thank you."

15. Avoid hypothetical or assuming questions; e.g., What will you do when the bank decides to foreclose on your note?

16. Avoid overlap choices; e.g., How did you use the Extension Service this past year?

> * Personal visits?
> * Agricultural agent?
> * Telephone calls?
> * Farm visit?

17. Keep the survey short, preferably five pages or less.

18. Have colleagues critique and review drafts of surveys.

19. Always pretest with respondents and modify the survey according to the results.

20. Be clear on time references:

No: Have you used the Extension Service in the past?

Yes: During the past year, have you used the Extension Service?

—Adapted from Dillman (1978)

TIP Sheet 5
The Telephone Interview Schedule

Advantages

1. Rich descriptive responses.
2. Higher response rate than mail.
3. Probing and clarifying are possible.
4. Complete control over order of questions.
5. Can overcome reluctance on sensitive questions.
6. Quicker implementation.

Guidelines

1. Develop cover sheet for introduction and call record.
2. Write questions in conversational style. Transitions and explanations are acceptable.
3. Avoid too many response categories. Use up to five categories and then combine with a mailing of response category cards.
4. Include the list of possible answers in the question.
5. On long, complex questions and issues, summarize the issue and context before giving response categories.
6. Keep all questions with a similar response format together (e.g., keep all yes/no questions together; keep all strongly disagree, disagree, neutral, agree, strongly agree together).
7. Have lines and arrows follow possible answers for screening questions to indicate where interviewer goes next, depending on respondent's answer.
8. List answer categories on schedule not given to respondents.
9. Precode the answer categories to the right of the answer categories.
10. Put interviewer and coding instructions on the schedule form.
11. Train the interviewer on procedures, correctness, and background to study.

—Adapted from Dillman (1978)

TIP Sheet 6
The Mailed Questionnaire

Advantages

1. Most economical survey method.
2. No influence by an interviewer.
3. More complex questions are possible than in a telephone survey.

Guidelines

1. Use a booklet form for the questionnaire (legal size paper folded in the middle).

2. Have questions on the inside of the booklet only.

3. Develop a logo or artwork for the cover that depicts the key focus.

4. Photographically reduce the questionnaire to fit in the booklet format.

5. Use reproduction services that give the same quality as the original copy.

6. Use a multiple legitimation and contact with respondent process:
   - Obtain approval by an important leader; e.g., County Extension committee.
   - Do mass media publicity on survey.
   - Send a letter by a local leader to respondents 10–14 days in advance of questionnaire.
   - Send a cover letter, questionnaire, and self-addressed, postage-paid (first-class preferred) envelope.
   - Send a follow-up reminder postcard.
   - Send a follow-up reminder letter.
   - Send a registered reminder letter with a second questionnaire and envelope.
   - Telephone.

7. Use lower-case letters for questions and upper-case for answers.

8. Create vertical consistency and flow with answers in the right-hand column.

9. Use boxes in which checkmarks can be easily placed.

10. Avoid questions that require thinking or writing.

11. Have all parts of a question on the same page.

12. Cover letters should:
    - Be on recognizable letterhead.
    - Indicate use, benefit, and importance of questionnaire data to the respondent group.
    - Be brief.
    - Be polite and appreciative.
    - Specify return deadline.
    - Indicate confidentiality.

—Adapted from Dillman (1978)

TIP Sheet 7
The Qualitative Interview

Advantages

1. Richness and descriptiveness of ideas and data.
2. Does not predetermine answers.
3. Explores where the type of answers are unknown.
4. Affective (opinions, values, attitudes, perceptions, feelings) questions can be asked.

Guidelines

Choose among three types of interviews:

- Informal conversation (go to #1).
- General interview guide (go to #2).
- Standard open-ended questions (go to #3).

1. Informal conversation:
    - Very flexible and responsive to context.
    - Goes with the flow.
    - Needs more time and possible followup.
    - No notes are taken during interview; respondent might not know about interview.
    - For participant observation work.
    - External validity will be higher.
    - Very questionable generalizability.
    - More affected by interviewer bias.
    - Requires an extravert, feeling, and sensing person with conversational skills.
    - Can be used for group interview.
    - Data difficult to summarize.

2. General interview guide:
    - Outlines the issues or topics to be covered.
    - No particular order.
    - Wording not determined in advance.
    - More generalizable and reliable.
    - Easier to summarize than informal conversations; less than standard questions.
    - Allows improved budgeting of time.

3. Standard open-ended questions:
    - Exact question wording prepared in advance.
    - Less flexibility than other two options.
    - Appropriate for larger numbers of interviewers and respondents.
    - Reliability and internal validity will be higher.
    - Most efficient and least wasteful of interview time.

393

- Data easier to summarize.
- Inspection of questions asked by data users is possible at a later time.

—Adapted from Patton (1980)

394

TIP Sheet 8
The Delphi Technique

Delphi uses written mail responses by selected experts to a key focus question. In a sense, the experts are a group or a panel. Individuals have opportunities to give their answers independently; to benefit from the independent responses and answers by others to the question; and to reach pooled judgments or consensus on the answers to the problem.

Given the nature of this multistep process, Delphi can be used to gather original data and perceptions of what problems are, or it can be used to obtain consensus analyses, interpretations, and judgments on previously gathered data.

To use the Delphi technique, follow these quidelines:

1. Develop the focus or Delphi question.
2. Select and contact expert respondents.
3. Select sample size.
4. Develop and use Questionnaire #1.
5. Analyze answers to Questionnaire #1.
6. Develop and use Questionnaire #2, based on answers to #1.
7. Analyze answers to Questionnaire #2.
8. Develop and use Questionnaire #3, based on answers to #2.
9. Analyze answers to Questionnaire #3.
10. Prepare a final report.

—Adapted from Delbecq et al. (1975)

TIP Sheet 9
The Sondeo: The Reconnaissance Survey

1. Select area (e.g., Adams County).

2. Select clientele system (e.g., farming).

3. Organize a multivalue/multiperspective reconnaissance survey team:

	Name	Discipline or Value Orientation/Perspective
a.		
b.		
c.		
d.		
e.		

4. Develop an open-ended, clientele interview schedule with questions on:
   - Demographics
   - Households
   - Cropping system
   - Animal system
   - Problems
   - Information sources
   - Motivations
   - Production
   - Marketing
   - Management

5. Develop an open-ended policymaker interview schedule with questions on:
   - Organization—goals
   - Problems
   - Contribution
   - Perceptions
   - Linkages

396

6. Opening ceremony and central orientation session.

7. Conduct 10 clientele case study interviews per team.

8. Conduct two policymaker interviews per team. Edit the interviews.

9. Reconvene at central location and decide commodity systems.

10. Assign each case to a system category.

11. Assign the group a commodity base system with its cases.

12. Have groups describe each base system.
   - Groups
   - Household

13. Have work groups do a matrix analysis of each system.

Commodity system	**Constraints**		**Opportunities**
	External	Internal	

14. Have work groups give recommendations for each system:
   - On further needed research.
   - On needed policy changes.
   - On Extension programs.

15. Write recommendations for each system.

16. Closing ceremony.

17. Publish, circulate, and use report.

TIP Sheet 10
Focus Group Interview

Ten people gather in a meeting room, and the moderator starts to ask questions. The theme of the questions centers on factors considered in planning our family vacations. Do we stay in state or go out of state? Do brochures influence us? Do magazines give us ideas? Are money, distance, active fun, and natural resources important to our decision? Are dining and scenic tours important? When the discussion, which was fun, was over, the moderator gave each participant a certificate to cover one night's lodging at the Holiday Fair Hotel.

The 10 people experienced a focus group interview, one of the most widely used tools in market research. How do you go about planning the use of this approach? Consider the following.

Guidelines

1. *Decide the focus,* purpose, or issue to be studied. If perceptions, feelings, and opinions from people are critical to the issue, then consider using this technique.
2. *Know who will use* the gathered opinions and thoughts. If users need and want the feedback, continue to plan.
3. *Identify the questions* pertinent to the issue. Develop them in logical sequence, with broad unstructured questions first. *Note:* It is especially important to create the context or understanding of the focus, either verbally or through a brief questionnaire. Then start with friendly, unstructured questions that allow and encourage multiple answers. Probe with specific semistructured questions, but never with yes/no questions.
4. *Learn and practice the skills* of questioning, moderating, pausing, probing, encouraging, reflecting, and notetaking.
5. *Select participants* and invite them to the interview. Be upbeat and clear about the sponsor.
6. *Conduct interviews* in a neutral, quiet, and easy to find place for interviewees.
7. *Analyze* data and responses. Look for trends, explanations, and action steps.
8. *Report results* and use. Use written, visual, and verbal communications.

—Adapted from Kreuger (1986)

398

TIP Sheet 11
Metaphors and Analogies: Creative Thinking to Help Analysis

> Metaphors are not, as B.C. says, "what you say when you meet someone for the second time."

Metaphors and analogies help develop creativity and bring order to our ideas. They give us something understandable to "hook on to" what we do not understand.

A metaphor compares the meaning and character of one known, tangible thing to the meaning and character of something less known and tangible.

Here are examples of metaphors. We use many of these all the time, often without even thinking about them:

*That's as tough as nailing jello to a tree.
*He's as tough as nails.
*Getting him to change is like moving a mountain.
*You can't offend him; he's thick-skinned.
*We're caught between a rock and a hard place.
*I can read her like a book.
*A metaphor is a truck to carry our knowledge to new knowledge.
*She comes and goes like the wind.

Sometimes a metaphor seems absurd. But the absurdity gets the mind going, starts the creative juices.

Metaphors are like a spiral or linkage between current knowledge and new knowledge. They help us build new knowledge by breaking logical rules and barriers, by giving visual views to abstract ideas, and by giving new and multiple meanings. In looking at data and observations, metaphors help in analyzing, interpreting, and developing new meanings and practical directions.

Using the Metaphor

1. Start with what you know, the old knowledge.
2. State the metaphor.
3. Justify the absurd; develop by comparing what we know to what we do not know.

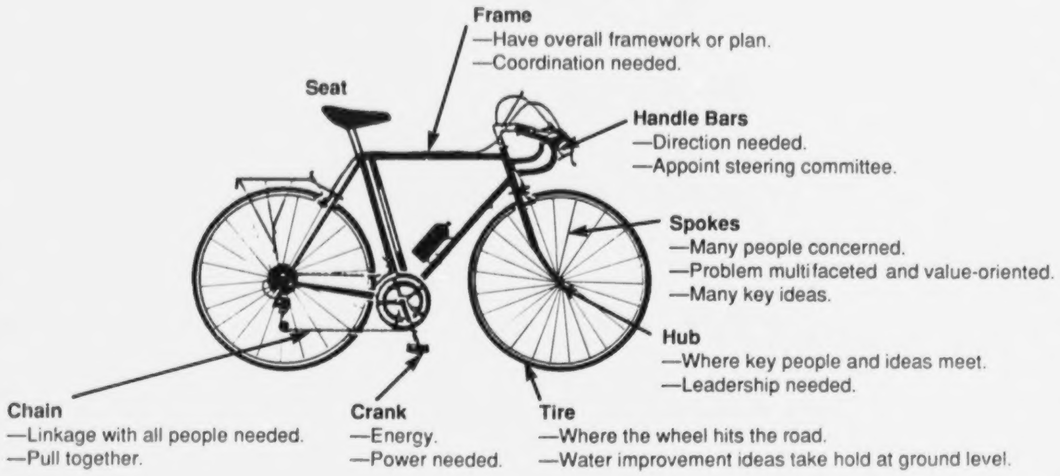
4. State new knowledge, giving us a new base to work from.

> The greatest thing by far is to be a master
> of metaphor.
>
> —Aristotle

Object analogies also help us relate ordinary objects (the known and tangible) to new answers to our problems. We look at a leaf, shoe, rock, book, or bicycle and suddenly we make an analogy to our problem. We see how a book is like the problem we are trying to solve—and the book helps us to find the answer.

Example of Using an Analogy

Problem: How can I improve groundwater quality?


Frame
—Have overall framework or plan.
—Coordination needed.
Seat
Handle Bars
—Direction needed.
—Appoint steering committee.
Spokes
—Many people concerned.
—Problem multifaceted and value-oriented.
—Many key ideas.
Hub
—Where key people and ideas meet.
—Leadership needed.
Chain
—Linkage with all people needed.
—Pull together.
Crank
—Energy.
—Power needed.
Tire
—Where the wheel hits the road.
—Water improvement ideas take hold at ground level.

400

TIP Sheet 12
Brainstorming

Brainstorming helps groups develop creative solutions. In brainstorming, people in the group freely exchange ideas to stimulate new concepts in the minds of others. An idea from one person often stimulates wild responses from another which, in turn, causes still more creative thought.

Guidelines for Effective Brainstorming

1. *Understand the question or problem.* Present the necessary background to the group.

2. *Write all generated ideas on a chalkboard* or large sheet of paper *where everyone can see them.* Use words, phrases, or pictures—anything that will quickly capture the essence of the ideas as they flow from the individuals in the group.

3. *No "no-no's."* Generate ideas, not judgments. Let your mind run wild to eliminate mental blocks to creative solutions. If you or others have an idea, do not say, "I won't say it because they'll think I'm stupid." Judge the ideas generated after, not during, the session.

4. *Hitchhike.* Offbeat and impractical ideas trigger still other ideas. Ridiculous ideas can prompt others to think of a smart one.

Do not narrow your vision—search for ideas that relate to the problem from literature, yesterday's breakfast, or an insect's mating habits. Connect ideas that do not seem to belong together.

5. *Concentrate on quantity, not quality.* Produce as many ideas as possible to give you more from which to pick the best. It is difficult to increase a short list of ideas.

6. *Keep "loose."* Do not command people to perform. Do not force new ideas. Do not structure. Keep an open and free environment.

7. *Last is best.* The last half of a brainstorming session is often the best. The first half gets all the usual responses and habitual solutions out of the way. Remove them, and you get new ways of looking at the problem.

Brainstorming is a popular, creative technique. The reason: It works—if it is done right.

—Adapted from Osborn (1979)

401

TIP Sheet 13
The Nominal Group Technique

Extension groups need to make decisions. They make decisions on priorities, programs, goals, needed actions, staffing, and budgets. These decisions need consensus and widespread support. The nominal group technique (NGT) is an effective way to make these pooled judgments or decisions when people can be brought together in a face-to-face setting.

In addition to being a means of reaching consensus decisions, NGT has the advantage of being as or more effective than brainstorming in developing a quantity of creative new ideas. This effect occurs because all individuals, people in the presence of others in a group, sense a group influence to participate and develop ideas as against passively listening to others.

How can these advantages of large quantities of new ideas and consensus occur? Here are guidelines and rules for conducting the six steps:

Preparation and Supplies

1. Develop the focus question. Test the wording with others. Check to see that it is the right question.
2. Supplies needed are:
   - Work tables
   - Flip chart for each table
   - Masking tape
   - 3x5 cards for each participant
   - Felt pens
3. Arrange the tables in the room to accommodate the total group, divided into small work groups of four to six people, each with a leader. A flip chart and markers are needed at each table.

Conducting the Session

After the welcome, give the reasons, importance, and intended use of results. Then conduct the following six steps:

1. Silent, written generation of ideas on 3x5 cards.
   - Present verbally and on the flip chart the key focus question in need of answers and solutions.
   - Allow 5 to 10 minutes.

402

2. Round robin recording of ideas on the flip chart.
   - State that each person gives one idea at a time until each person has depleted his or her ideas.
   - Encourage "hitchhiking."
   - Discourage combining ideas from individuals unless they are exactly the same.
   - Allow 30–45 minutes.

3. Discuss and clarify all ideas on the flip chart.
   - This should include discussion, question raising, explanation, and understanding.
   - Allow 30–45 minutes.

4. Preliminary vote on importance of ideas.
   - State that independent, mathematical, rank ordering or rating of ideas is the task.
   - Average the votes and report the results.
   - Allow 20 minutes.

5. Discuss the preliminary vote.
   - Examine inconsistencies, commonalities, values, and reasons for the votes.
   - Allow 15–30 minutes.

6. Final vote.
   - Instruct the group to pick the top five priority ideas.
   - Summarize votes.
   - Allow 20 minutes.

—Adapted from Delbecq et al. (1975)

TIP Sheet 14
Listening and Watching: Using the Checklist

> Have you ever left a party or an activity and someone asks, "Did you notice?? Did you hear??" Frequently, you say no.
>
> Have you ever gone shopping for something you needed and ended up coming home with a cart full of things you did not need or did not intend to buy? You noticed the items as you looked for other things you needed, or they were "conveniently" placed near the checkout counter where you noticed them as you waited in line.

Perhaps you have not had either of these experiences—one where you did not notice, and one where you noticed too much. But others have. What they need are checklists, both the paper and the mental kinds.

Checklists can be extremely useful in situational analysis. They can keep listening and observing on target. They provide a guide, and keep activities purposeful and efficient. Here are a few suggestions on preparing checklists.

Guidelines

1. Plan and write down your list in advance. Do not wait until events or activities, such as meetings, workshops, or tours around the county, are upon you. Brainstorm and share with others what you are looking for that is related to your question and purpose.
2. Consider listing and then watching for people's positive and negative reactions to potential problems or program priorities. Watch for frequency of behaviors about almost anything.
3. Watch for the unobtrusiveness or the remnants of people's behaviors left behind.
   a. Transportation and road needs are indicated by:
      - Number of cars passing a certain point.
      - Number of road cracks and holes.

   b. Level of interest in a meeting topic is indicated by:
      - Number of people discussing.
      - Number and types of questions.
      - Minutes of discussion.
      - People leaving for the restroom.
4. List ideas in one or two words and in clusters.

404

5. List ideas that actually can be heard or observed in the same way by anyone and that do not require interpretation or imagination when listening or watching.
6. Have a place for recording with a checkmark or tick whether or not something occurred.
7. Have a checklist handy for recording (by phone, on car dashboard, or in a notebook).

TIP Sheet 15
Testing for Cognitive Knowledge

People "know" ideas and facts at different levels of complexity: memory, understanding, application, analysis, synthesis, and evaluation (Bloom et al., 1956). While we can study educational tests and measurement texts to determine complete, valid, and reliable means to measure these different levels, oftentimes we can obtain answers to the amount of learning in much less threatening and varying ways or as the following knowledge testing ways indicate.

1. Think back to the estate planning meetings in which you were involved. To what extent did you learn more about inheritance taxes?

___ To a great extent	Could you give me an example?
___ To a fair extent	______________________________
___ To a slight extent	______________________________
___ Not at all	______________________________
___ Don't know/don't recall	______________________________
___ Other (specify):	______________________________
____________________________	

2. What is the amount of state taxes your heirs would expect to pay on your estate, presuming your estate is $300,000?

___ $150,000

___ $75,000

___ $30,000

___ $0

Please explain your answer ______________________________

____

____

3. Observe and tally the number of worksheets on inheritance tax turned in at the workshop that have no errors.

___ Number

___ % correct

4. Please indicate the topics or ideas you learned more about at today's meeting.

____

____

____

____

5. Which, if any, of the following ideas regarding estate planning did you learn more about at today's meeting?

___ Writing or revising a will

___ Family openness and ideas (e.g., children, spouse)

___ Consulting with qualified estate planners (e.g., attorney, trust officer)

___ Changing amount of life insurance

___ Tax laws and inheritance laws

___ Other (specify) ________________________________

6. On the following scale, indicate how you feel about today's meeting.

0	1	2	3	4	5	6	7	8	9	10
Confused and worse off than when I came.		Meeting only reviewed what I already know.		Learned several new ideas.		Pleased; got many new ideas.		Meeting met all my needs and expectations on ideas and facts.		I am now an expert. Know all that I need to know.

7. Given the following situation, what would you decide to do? (Describe hypothetical situation or problem.)

TIP Sheet 16
Developing Criteria

> Big criteria have little criteria on their
> backs to bite 'em. Little criteria have littler
> criteria; it goes on *ad infinitum*.

This rhyme presents the dilemmas and frustrations of setting criteria, those statements that represent our desired state of affairs. Criteria or standards are specific and explicit statements that reflect our vague value orientations and beliefs about "what should be." However, to decide what should be in and of itself is a value-orientated activity, so what do we do?

Here are some guidelines on identifying the criteria against which you can compare data; determine interpretations; and make practical program decisions. Which of these can you use?

1. *Majority rules.* Democracy decides every day what should be and which values should receive priority. Why not use the same principle in setting criteria? Take polls on what people desire.
2. *Research.* Crop or animal production research tells us what yields are possible. Learning studies show that people can only learn and retain 20 to 40 percent of what they hear and see. Rely on these data for setting practical standards.
3. *Other programs and studies.* Other programs in other states or counties can give clues on what is possible or desired.
4. *Combine idealism and realism.* A district director once said Extension should reach 100 percent of all citizens. Someone else said we can only reach 10 percent effectively. Compromise between the two extremes is a good way to go on standards.
5. *Experts.* Perhaps the analysis you are performing is focused on a topic or problem that has been studied for years. Get in touch with those who have studied similar situations, and do not reinvent the wheel on what is desirable.
6. *Social and economic indicators.* Key variables, such as Gross National Product (GNP) and Dow Jones, have been identified by experts. Experts can identify others.
7. *Your own values.* Finally, and perhaps most importantly, do not forget yourself and your own professional experience and judgments. You have values and a sense of what is important, good, and ethical. Trust yourself and develop explicit criteria, based on your values and logical, defensible argument.

408

TIP Sheet 17
Decisionmaking

Decisionmaking occurs in our lives every day and all around us. It is making choices or judgments as to which one goal or course of action is preferred over others. Usually, decisionmaking is described simplistically as a series of steps, something like the following:

1. Identify the decision that needs to be made.

2. Identify the options.

3. Identify the criteria or bases for decisions.

4. Determine which option rates best on the criteria.

5. Select the option.

6. Reflect.

However, groups often do not want to follow steps, nor do they. Furthermore, many political, group, community, program, and staff decisions are not as rational or as sequential as the foregoing steps.

Here are a few techniques for helping groups reach decision without forcing the "lock step" approach.

1. Vote to let all group members see how others think.

2. Discuss and reach general consensus.

3. Ask which options are most preferred (and which ones are least preferred).

4. Use straw votes.

5. Let "survey data and frequencies" make decisions for people.

6. Let "experts" make decisions for you.

7. Compromise and meet halfway.

8. Ask the group if anybody will strongly oppose.

9. Consider listing the reactions or consequences of each possible choice.

All of these techniques are not necessarily advocated. Instead, each of the six steps identified are worthy of focused and organized discussion. The latter ideas and suggestions can be used within the different steps, and the likelihood of well-considered and accepted decisions will be increased.

TIP Sheet 18
Logic

Logic

Consider the following as logical statements.

1. Extension is not serving low-income people; therefore, it should.
2. Pesticides are in our drinking water so let's quit using 2,4-D.
3. Farmers are producing too much food so let's cut the agricultural research budgets.
4. 4-H club members and leaders want rocketry and bicycle information so let's form rocketry and bicycle clubs.

All logical? Right? Wrong! None is logical. All are fallacious arguments. All lack in reasoning. Yet, certainly you probably have heard at least one of these types of statements.

Why are they illogical statements? What is good logic and reasoning? Here are some general beginning guidelines to follow in analyzing, reasoning, and reaching conclusions. Follow these simple guidelines to help avoid mistakes in reasoning; think more clearly; and recognize unsound conclusions by others.

Guidelines

1. Be clear about your initial values and assumptions about premises and criteria upon which thinking and arguing can proceed. These should be stated as categorical statements; that is, statements that have a quantifier (all, none, or some) and a topic.

   Example: Healthy, normal horses (are or are not) four-footed.

   It is easy to see that knowing the basic truths and values that are the source of these initial premises is critical. Look for these in the arguments of others or your own.

2. Be clear about your secondary premise or observation of the specific situation. The data from your situational study are these premises. These statements can have an empirical or logical source.

   Example: This horse has three feet.

3. Clearly state conclusion with either "hence," "therefore," "thus," or "it follows then." These are signs of an inference being made.

   Example: Hence, this is not a healthy, normal horse.

   Go back and, if you can, correct the four arguments at the beginning of this exercise. Add what you need to make them complete and logical. Then be

410

sure to look for the three syllogistic elements in future analyses and arguments. Identifying these elements will save you the embarrassment of having unsupported and questionable conclusions in your situational analysis.

Note: The foregoing is basic deductive reasoning. More can be found on inductive reasoning in texts on logic. Inductive arguments go beyond what premises say. The inductive conclusions are called *conjectures* or hypotheses and can be tested by further observations.

TIP Sheet 19
Knowing the Meaning of Data: Using the Context

	Example Situation		Your Situation
1. The number(s)	31	31	____________
	↓	↓	
2. The context modifiers	Degrees	Degrees	____________
	Fahrenheit	Celsius	____________
	Minneapolis	Miami	____________
	September 15	May 1	____________
	↓	↓	
3. The conclusion	Cold	Hot	____________
			____________

Discussion

Context variables dramatically affect a person's judgment. The conclusion about the number for each site could have changed with redefinition of the context. For instance, if in Minneapolis the month was January instead of September, the conclusion could have been warm. But, if a person had just arrived in Minneapolis from a warm climate, his or her immediate judgment would have been "cold." Examples of how changing the context affects the meaning or interpretation of data could go on *ad infinitum.* Data *do not* have meaning in and of themselves.

TIP Sheet 20
Knowing the Meaning of Data: Using Criteria

	Example Situation	Your Situation
1. The number	32	
	↓	
2. The modifiers	Decimal point—3.2 % milk butterfat 35 Holstein cow herd Dairy Herd Improvement DHI production records	
	↓	
3. The criterion	Average butterfat herd test of Holstein cows in Adams County on DHI test is 3.7.	
	↓	
4. The conclusion	Low	

Discussion

If another criterion other than average county test was used, judgments could change. For instance, what if the total county herd's average was 2.9 percent? The conclusion might be that the test is better than average and, therefore, acceptable.

TIP Sheet 21
Knowing the Meaning of Data: Using Trends

	Example Situation	Your Situation
1. The number	32	
2. The modifiers	Farm wells Number of polluted water wells Adams County	
3. The trends	1988 results 1985 results—22 1980 results—16 1975 results—17 1970 results—6 1965 results—3 Nitrate pollution	
4. The conclusion	Very negative	

Discussion

The modifiers provide the context. Although the trend is very negative, even with the data presented, the trend would be even worse if not only were the number of nitrate polluted wells increasing, but the number of reported cattle abortions and the number of related human illnesses also were increasing on the same farms.

414

TIP Sheet 22
The S.W.O.T. Analysis

Guidelines

1. Select the target or focus of analysis such as:
   - Current Extension dairy program
   - 4-H Club program
   - Beaver Creek's main street
   - County waste management
2. Organize analysis task force(s).
3. Task force(s) identify perceived *strengths* of (focus).
4. Task force(s) identify perceived *weaknesses* of (focus).
5. Task force(s) identify perceived *opportunities* for change or action.
6. Task force(s) identify perceived *threats* to changes, actions, and improvements.
7. Task force(s) complete analysis form.

S	W	O	T

8. Reexamine and set priorities on next steps to solving needs problem opportunities.

Discussion and Other Suggestions

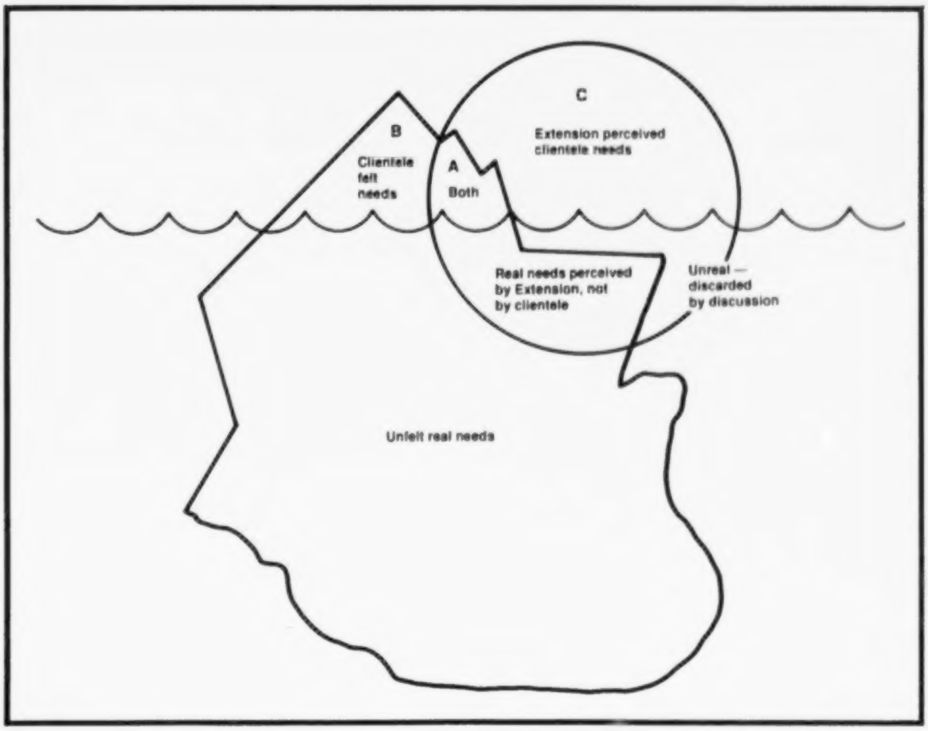
1. Combine S.W.O.T. with other analysis systems.
2. After reaching conclusions in other analyses, use S.W.O.T. to review and reanalyze.
3. Use value orientations as a checklist for S.W.O.T.
4. Use perspectives as a checklist for S.W.O.T.

TIP Sheet 23
The Iceberg Needs Analogy

Guidelines

1. Select the *situation* to be analyzed such as:
   - swine production
   - lake water production
   - 4-H leader needs
   - infant nutrition
2. Name analysis teams of 3-5 representative clientele and one, two, or three Extension educators.

Clientele	Extension


C
Extension perceived clientele needs
B
Clientele felt needs
A
Both
Real needs perceived by Extension, not by clientele
Unreal — discarded by discussion
Unfelt real needs

—Adapted from Connors (1966)

416

3. Have teams identify the list of needs.

4. Compare lists of needs.

5. Determine overlap (A) and nonoverlap (B and C).

6. Decide to work mutually to solve the needs that both groups recognize.

7. The solving needs process in item 6 is the melting of the iceberg, which results in more needs surfacing to be perceived again by both groups.

8. Repeat the cycle.

417

TIP Sheet 24
"Satisficing": Keeping a Study Simple

The Situational Analysis Model is complex in order to handle more appropriately the most complex situations. However, all situations are not infinitely complex. Therefore, you need to know how to adapt and avoid paralysis by analysis. *Satisficing* is the term for the process of doing only enough assessment, evaluation, and analysis to make a practical decision, and no more.

Here are some guidelines in the form of checklist to help you avoid what another has labeled "pointless precision."

1. Will a general answer or opinion from several recognized experts be as accepted as an expensive, time-consuming, scientific study? → Yes? → Stop
2. Will qualitative opinions in place of just quantitative data suffice? → Yes? → Stop
3. Are answers, data, and observations still related to the main focus or purpose of the study and not just peripherally or distantly related? → Yes? → Stop
4. Have you determined the cause of the problem? → Yes? → Stop
5. Have new, creative, and different ideas started to come? → Yes? → Stop
6. Are you tending to get the same answers from different people and different sources? → Yes? → Stop
7. Have you reached a "comfort" level? → Yes? → Stop
8. Have deadlines for results been set, and are you fast approaching them? → Yes? → Stop
9. Have you higher priorities in terms of how you can use your time? → Yes? → Stop

Can you think of other possible indicators of when a study has gone far enough? Yes? List them here and share them with others.

TIP Sheet 25
Checking the Situational Statement

The first section of a major program plan form is titled "situation." This section asks for a clear, concise statement of the need, problem, or opportunity you have identified as the focus of your major program. You describe the "why" and "who" of your program. This description provides the basis upon which the other subheadings are built. Your summary is important; it tells others where you are starting. It communicates only as well as you write it. It will enable you and others to have a reference point against which to measure the results or impact in the future.

Use the following checklist as a guide to the important elements needed in a well-written situation statement.

Checklist

Yes or No

1. Describes the current condition.
2. Identifies the need, problem, opportunity, or emerging issue. ________
3. Includes supporting data (base numbers and percentages) and documentation of need. ________
4. Includes indicators of the severity or scope of need. ________
5. Includes bench mark data against which later impact measurements can be compared. ________
6. Establishes clear reasons and justifications for program. ________
7. Describes primary audience(s), numbers, and geographic locations. ________
8. Indicates a gap between "what is" and "what could be." ________
9. Indicates needed research. ________

Guidelines

To develop a situation statement that meets the foregoing criteria, use the following working questions.

1. What do past and current data trends suggest about the future?
2. What needs to be changed or improved in the situation?
3. Who has identified the need/problem/opportunity?
4. Who has the need?

continued

5. What information, attitude changes, and skills do clientele need?

6. How will clientele learning help change this situation?

7. What data already exist to document this need?

8. Are numbers available on audience types?

9. What other data need to be gathered to document the situation?

10. Given your existing resources, how can you gather other needed data?

11. What might be the consequences if you do not implement this program?

12. What new research and knowledge are needed?

—Adapted from Forest et al. (1986)

420

TIP Sheet 26
Checking the Objectives

Objectives are the second heading of the major program plan. They summarize the planned results or impacts you intend you program to have on clientele, related to the situation described in the first subheading of the major program plan form. These objectives serve as the basis for your plan of action. Progress and results that achieve these objectives will be recorded in your accomplishment reports.

Use the following as a guide to the important elements needed in well-written program objectives.

Checklist

	Yes or No
1. Relate directly to the need, problem, or opportunity summarized in the situation statement.	
2. Fit the broader priorities and goals of Extension and the community.	
3. Identify what specific clientele will accomplish or improve.	
4. Specify desired levels of clientele knowledge or practice.	
5. Reflect realistic expectations for clientele, given time and resources available.	
6. Describe, in measurable terms, the expected program results on targeted clientele.	
7. Provide directions for type, design, and sequence of learning experiences needed in the Action section.	
8. Are understandable and communicate clearly to others.	

Guidelines

To develop a set of objectives that meet these criteria, use the following working questions.

1. What changes in learning and practices should clientele make?
2. What subject matter is necessary?
3. How will clientele or the situation differ after the program?
4. Can the changes be achieved through educational programs?
5. How will you know if the changes have occurred?

continued

6. What can you use as evidence that the change has occurred?

7. Can these changes be described in measurable terms?

8. Can changes be measured directly, or will you use indicators of change?

—Adapted from Forest et al. (1986)

Learner Objectives Worksheet

The Need: The numbers and percentages of farm water wells polluted with nitrates and coliforms have increased from zero in 1965 to 10 percent in 1975 to 12 percent in 1985. Two nitrate-related infant deaths have been reported during the past year in this area.

The Goal: To reverse the general trend of farm and municipal well-water pollution and, in fact, to reduce the occurrence to zero by the end of the four-year program cycle.

The Learning Objectives:	**Acceptable**	**Not acceptable**	**Why**
1. Conduct workshops on pesticide applicator calibration.	☐	☒	Not specific on learner changes
2. Have exhibit at county fair on nitrate pollution sources.	☐	☒	Not specific on learner changes
3. Conduct well-water testing campaign.	☐	☒	Not specific on learner changes
4. Create public awareness of environmental concerns.	☐	☒	Too vague
5. Create public appreciation of need for safe water.	☐	☒	Too vague
6. Stoney Creek livestock farmers to learn six opitons for managing barnyard runoff.	☒	☐	
7. Take my full vacation for the first time in 16 years.	☐	☒	Not relevant to program
8. Extension home economics leader training lesson to include a unit on well-water pollutants.	☐	☒	Not specific on learner changes
9. Farmers to learn to apply fertilizer according to soil tests.	☒	☐	
10. Develop improved urban and farm relationships program.	☐	☒	Vague; not specific on learner changes

continued

The Learning Objectives:	**Acceptable**	**Not acceptable**	**Why**
11. Commercial pesticide applicators to learn safe disposal methods for pesticide containers.	☒	☐	
12. Implement a mass media campaign on nonpoint pollution.	☐	☒	Not specific on learner changes
13. Apple growers to eliminate Alar from their spray programs.	☒	☐	
14. Celebrate the 75th anniversary of the 1914 Smith-Lever Act.	☐	☒	Not relevant to program
15. Reduce the number of farm foreclosures in Adams County.	☐	☒	Not relevant to program
16. Increase the number of farmers who use the Integrated Pest Management Program.	☒	☐	
17. Crop farmers to calibrate weed spray applicators when spray pattern is distorted.	☐	☒	Incorrect knowledge
18. Develop educational programs to foster understanding of the impact of natural resources on the quality of both urban and rural life.	☐	☒	Vague; not specific to learner changes
19. Facilitate the collaboration of public groups affected by water quality to assess and develop public policy.	☐	☒	Not specific to learner changes
20. Crop farmers to launder pesticide applicator clothes separately from	☒	☐	